

**Token Taylor**

The Bill is not expected to go as far as the Taylor recommendations by legislating for equal numbers from the l.e.s., parents, teachers and the community, but mandatory regulations may flesh out the proposals later. Some of the local authorities have been making anxious representations about giving up their

## Home from Oman

## Bedtime story

## Waiting for Lindop

There is a more charitable explanation, which could also be more accurate. If the Lindop Committee recommends that people should generally have a right to see the computer-stored files on them, then the DES might think about making sim-

"No wonder the school magazine sold out — have you seen page three?"

So the DES may as well start thinking about school record instead of waiting for Lindop assuming that it too boen. The pressure groups won't stop pressurizing, and now is as good a time as any to plunge in or maybe just appoint a committee.

**Next week**  
Maurice Kogan  
tion by choice  
family control  
and Stephen S.

John Tomkinson, Schools Council

## by Wendy Berliner

Most local authorities have suffered a 20 or 30 per cent cut and some have had applications reduced by up to three-quarters. Plans to complete comprehensive reorganisation schemes are left in tatters in some areas.

Mr Carleton Hetherington, secretary of the Association of County Councils, has now formally asked that Mrs Williams meet a joint deputation from the ACC and the Association of Metropolitan Authorities over the vexed issue. If she agrees, it will probably take the

On Wednesday Mr. Jim Murphy, NUT senior vice-president, told local NUT members that Rotherham was spending less than the average authority on its schools while receiving more than average through rate support grant. "Rotherham has the means to improve its educational provision. It lacks only the will", he said.

## This week

## Computer caveat

## Success story

ladder. Usha Rai, of India reports on the

**Key word:**  
cooperation

Teachers and social  
show of unity at the  
conference of Directors

"There is little that the progressive movement has sought to render in schools that he did not introduce into Proslavie," John Watts on

teacher, Teddy O'Neill page 20,

pages 39

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**El Dorado**

Ad Tia Gold of El  
tion opens in Loo  
Warwick Bray review

Since publication of the Tax report on school governors, membership of the National Association of Governors and Managers has increased considerably.

## Pilot EMAs

Leaders, 2; Personal Column, 3; School to Work, 8; foreign news, 14, 15; letters, 16, 17; sport, 18; features, 19; corporal punishment, 20; Teddy O'Neill, 19-21; books, 22.

Choice; history; e  
gion; history; text

Classified ad  
index

## Crossword No 1,158



1	Worried by the lady as	16	Dragged on the altar? (5).
2	the lady (6).	17	Accurately noted (2, 4).
3	Not, however, the same as surf riding (6, 7).	18	The rise of industry (7).
4	Backward physician embraced by the bride (7).	19	They have no meeting point (8, 5).
5	Where they undertake a put-up job (9).	20	Direction which all roads lead to Rome (8).
		21	A learned ecclesiastic in the van (6).

## Down

- 1 Member of Isroeth  
E. N. Clue P (6).
- 2 Town where they  
may be bats (6, 7).  
In which a blow  
strikes the answer (3).
- 3 Under a Welsh town  
(5).
- 4 The Little 4: changes  
without meaning to  
(13).
- 7 Swallow up by sea  
man (6).
- 9 Lament about the  
eight? (5, 4).
- 13 Colourful perhaps  
in a discoloured way  
(6).
- 14 More imagination  
created it (6).
- 15 Of course this shop  
does no business  
(6).
- 17 Miss Malagrop's get-  
up was not well (5).
- Sold out to Purdie No.  
1.17

## Chess

## Chess

**The back rank**

One way of differentiating and classifying positopoo is to call them opee or close. To those unfamiliar with these terms I must advise them that they provide a valuable means towards understanding what lies behind the strategy of chess players. Indeed, if you become or are so foolish as to know how to handle opee and close positopos than you are well on the way to mastering the game.

The terms are really based on the nature of the centre. In a game where central pawns have been exchanged we are sure to meet an opee and, as a natural consequence, an open position. The point is that it is through this centre that the pieces pass or attack their action. If the way is clear for them to do, then it is open for them.

The converse is true about close positions. Where the centre is closed, and the pawns are interlocked, there the positopoo is closed and the pieces are in places much or completely hindered.

Open positions differ from closed positopos in that they are more dynamic. Players that have developed care to their rapid development of the king's side are chances of violent death for one side or other are noticeably increased.

One ty

may occur, and often these draws recur. It is made on the black rank. Players should always bear this in mind. It is open positions and take suitable precautions, chiefly by giving the King a loophole for escape in moves such as: P-KR3 or P-KK3. An object lesson in this respect is furnished by the following game that was played in an international tournament at Mexico City, this year.

White: L. Shamovich. Black: C. Labredo. English Opening.

(a) This gives rise to an opening in which White is playing a Sicilian Defence in reverse. It is hence but an extra tempo. Essentially there is nothing wrong in this for Black, but there are problems connected with this extra tempo and Black would do better to avoid them by 4... P-K7.

(b) Bla

KP by P-KB3 but  
and Black has to  
less favourable  
that occur in the  
(c) Attempt  
BxKt, 15  
10... B-K3  
11... B-K3  
12... B-K3  
attack for White.  
(d) Other than  
KtP.  
(a) Shamkirich  
thought this pos-  
sible that B-K12  
preparing the  
(f) The position  
very tense. 15  
KtP, 16... B-K3  
17... B-K3; 18... KtP  
Black wins a pawn.  
19... B-K3, 18... KtP  
BxQ; sood Black  
with two pieces  
Rook.  
(g) Better than  
to resign. White cast  
B-K15; 18... KtP.  
(h) A better chess  
play was 15... KtP  
Q-K3; or 15... KtP  
Q-K3; 16... KtP  
Q-K3; 17... KtP  
Q-K3; 18... KtP  
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# The road to Wembley and beyond

first meeting of the reformed School of Convocation on Tuesday (page 14), sweetness and light. Mr. John T. in the new chairman, and Mr. J. in the new secretary, radiated a glow which even made the 'dregs' of the Wembley Conference Centre see white.

He was on his or her best behavior. The NUT said "what a fine thing it was. So did the CBI and everyone welcomed each other on the value of the broad reprieve outside interests. All the inside and the outsiders, most of which are outsiders, really, than A. the Senior Clerk Inspector commented: "A paper mysteriously called 'An Outside View' Mr. J. never tried to miss a trick, and the diversity of the view of the Convocation brought together the inside and outside these divisions covered.

He said that this demonstration of the was clothing, would be to include the accusation that newspapers interested in discord and cannot even lower their when they see one. A section sheet showed, however, was anyone had suddenly lost their trousers, but that Mr. Tomlinson could make them work so hard, and papers for the occasion that this

all these

—was groundless. Mr. Tomlinson's production picked up a number of co-interests—affecting pre-school, primary, secondary and special education, in relation to examinations. The NU participated on the theme of multiculturalism. The TUC, the CBI, and the Department of Education Officers all had points to make about the relationship between school and work. There was, needless to say, a new or unexpected in any of the papers.

The first hint of something less than a national Parents' Teacher Association. However, there was publicity and public relations being invited to join the Convention had been unable to discover who or what the Schools Council was. She wanted it into the communications business and to stir up parents. Mr. Tomlinson, in closing remarks, picked this up. Should Schools Council become a popular force? he asked. Should they exploit the schools are doing and say what job they are making of it? It was something which had never been done before. Schools Council could do it, he suggested, "if you want."

It would, of course, be a disaster for the council to take on: it ought to stir critical work, not become an advertisement. It ought to stick to its last—conceptual curriculum development and examinations—dedicated to the notion that every

attention to the curriculum as a way to the balance between its various aspects. It should still be a development agency, but should certainly not strive for a totally consistent approach. It should reflect the diversity which Massachusetts so warmly welcomed, without trying to put it in a bogus unity.

On the afternoon of the going, a harder "Education and Work" session brought out the worst tendencies toward conformity. There is no topic so prone as this to reduce the plurality within a plurality to a statement of the obvious, because it is clear that this is going to lose the council's time.

All in all, the convocation is off to start. Mr. Mann will find everything wants in the discussion to leave him produce sharper proposals next month, in order to make suggestions to Finance and Priorities Committee in the spring. Now the "council" (in the sense the governing council, at the top of the hierarchy of committees) no longer has become as much a fiction as the Board of Education—the convocation has a more discursive role. For the time, the air of decorum will become less oppressive.

## No comment

"Last year the Department consulted a range of interest bodies about the con-

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page 35

## El Dorado

Al The Gold of El Dorado, Oxford, 1961. In London, next to Warrick, Gray reviews four books on Latin American history pages 10-11

## Growing band

Since publication of the Taylor report on school governors, membership of the National Association of Governors and Managers has increased considerably. pages 12-13

## Pilot EMAs

The Education Secretary has decided on a plan to provide statutory maintenance grants to the 16 in a few selected areas as part of a programme. pages 14-15

## Leaders, 2; Personal Column

School to Work, 3; foreign news, 4; letters, 16, 17; sports, 18; features, 19, 20; opinion, 21; Teddly O'Neill, 19, 21; books, 19; Hipe Kogan reviews Education Choice, history, education, religion, history, texts, 23-26; sources, 27-29; Talkback, disclaimers, 30; The West, art, theatre, Empire Road, 31; history, 36, 37; Frank and teachers, crossword, 33.



[illegible]



## Mrs Williams backs new grants scheme

by Mark Jackson

The Education Secretary has decided to settle for a pilot programme of full statutory maintenance grants in a handful of areas in place of the nationwide scheme shelved by the Cabinet. The alternative would have been an optional scheme in which participating authorities would get only part of the cost of grants.

An outline of the pilot scheme was ready for Mrs Williams to present to yesterday's meeting of the Cabinet. It proposed that about a dozen local authorities, including a number of the big cities, should be offered places in the programme. This would last, it is thought, for about three years.

## 16s 'led up garden path'

Sixteen former led up the garden path to disappointment because of delay over the proposals for a statutory system of awards to pupils who stayed on at school over the age of 16. Mr Norman St John Stevens, chief Opposition spokesman on education, said during Commons exchanges this week.

Mrs Williams repeated that the Government was committed to introducing such a system for 16 to 18-year-olds in full-time education to encourage particularly those from less well off families to stay on.

It was not a question of whether to do this or when, and this must be considered in the light of other proposals for large increases in public expenditure. The Government was giving the matter careful attention.

Mr Andrew Bennett (Stockport, North, Lab) said to know what advice Mrs Williams would give to those who read the headlines and decided to stay on at school.

## Profession 'wants new exam'

Under close questioning in the Commons this week, Mrs Shirley Williams, Education Secretary, stoutly defended her proposals for a common examination of 16 instead of the present CSE and GCE O levels. She said that the Government shared concern about standards and that it was satisfied they could be fully maintained and improved under the new system.

Mrs Williams explained that she was hoping to take the best from both the GCE O level and CSE systems and obtain a better exam.

Mr Nicholas Winterton (Macclesfield, C) said many teachers were strongly opposed to the examination proposals. He asked whether

it seems that the evil that man does does live after them. This political life of the chairman of the Education Committee in 1976 is at least temporarily over, but the questions of the notorious Temeside case are still with us. The judgment given by the Master of the Rolls and by the Law Lords rendered Section 68 of the 1944 Education Act virtually useless: to effect, the Secretary of State could no longer be satisfied that an I.A.S. was acting or proposing to act unreasonably unless no reasonable authority could ever act in that way.

The vast bulk of appeals to the Secretary of State under the Education Act have been concerned with such publicly contentious issues as the implementation of a scheme for secondary reorganization, or in the choice of school.

Since 1976 and the judges' interpretation of the law, parents may appeal, but they are unlikely to find that the Secretary of State feels able to give a direction in their favour. They are, therefore, driven to use the provisions of Section 37, unaided and that only operate if they are prepared to keep their child away from school, perhaps for months.

Under Section 37, if an I.A.S. has grounds for believing that a child is not receiving education in accordance with the law, it must give notice to the parent of its intention to make a school attendance order. But the parent must be asked which

There is some chance that, with Cabinet approval in principle, the proposal could be made part of the forthcoming Education Bill. What is not yet clear is whether the detailed arrangements, which might need further specific legislation, could be made in time for the programme to begin next September.

Mr Gerry Fowler, MP, the former DES Minister who is chairman of Youthaid, the youth employment pressure group, this week collected 170 signatures from fellow members to a motion calling on the Government to honour its earlier commitment to grants.

Should they learn school, draw supplementary benefit and continue studies on a part-time basis? Mrs Williams said she could not be held responsible for misinterpretation put on her remarks by newspapers. She had stated that the scheme could not possibly start before 1979 because legislation was necessary. She registered local authority representatives had changed their views about mandatory awards.

Mr Keith Hampson (Ripon, C) said one of the problems was that the proposed scheme was too broad. The priority now was not to encourage young people to stay in sixth forms but to offer incentives to them to go to skill or craft courses at further education colleges.

Mrs Williams said she had discussed with I.A.S.s what would be awarded both to young people who went into full time further education as well as to those who stayed at school.

they would be a forward march to mediocrity. Mrs Williams said there were 64,000 boys and girls doubly entered for CSE and GCE who took two syllabuses and two different sets of study instead of one and who were thus learning their opportunities to achieve high grades.

She profoundly believed that a single system, equated at each point with the standards and grades currently offered, would give a long way to maintain standards in the new system. She considered the teaching profession was strongly in favour of a change. Every official representation made to her on their behalf had been in favour of this system.

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school he or she wishes to be named in the order. If the I.A.S. does not accept his choice, it then has to seek a direction from the Secretary of State about which school shall be named. The only grounds allowed for arguing that the parent's choice should not be acceded are that it would entail "unreasonable expense" to the authority, or that the school chosen is unsuitable to the age, ability or aptitude of the pupil.

With regard to unreasonable expense, the law is now on the other foot. An authority no longer has simply to demonstrate that its decision on the appropriate school could have been reached by a reasonable man, but it must show that it might be for pupil or parent.

That is easy: few reasonable men doubt the need for school "catchment areas". In some form, and the usual I.A.S. argument is that the child lives outside the catchment area of the school, his parents wish him to attend. But it now has to be shown that the extra expense it would incur by allowing parental choice is itself unreasonable—much more difficult task. Indeed, in the case of an individual child, it will normally be impossible.

Suitability of the pupil by age to the school selected by his parent is relevant only in the rare dispute about early transfer to secondary education. That issue is decided by ability or aptitude. Where a local education system is entirely comprehensive, that is clearly irrelevant in all cases except those

## Still split about using the cane

by Lucy Hodges

A meeting this week between those for and against corporal punishment in schools found little to agree about. But they were united on their determination not to compromise.

The group was brought together by Miss Margaret Jackson, Under-Secretary of State for Education and Science, who is holding a series of meetings to try to establish some common ground on the issue. Miss Jackson is known to be against caning schoolchildren, a practice that has been abandoned elsewhere in Europe.

Monday's gathering contained representatives of the Advisory Centre for Education and the Compulsory Against Physical Punishment were against caning, the Educational Society of Workers Association in the middle, and the Association of County Councils and Assistant Masters' and Mistresses' Association in favour. A background paper from the DES set out the views of the two sides after consultation with 30 organizations.

Many more organizations were against than in favour of beating the Department found. All the main teachers' unions, however, wanted to keep the belt. Both the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers had refused to attend Miss Jackson's roundabout because they did not want to sit round the table with people from the National Union of School Students, the Society of Teachers Opposed to Physical Punishment and the National Association for Mental Health.

The purpose of the council, described as the "veto" of the members' meetings, was to give the views of teachers, employers, trade unions and others a chance to be heard in the national policy-making. Its membership includes 22 teachers' and 28 non-teachers' organizations.

There were regrets from both sides at this first meeting about the "ending match" that had typified the great debate. There was support for more constructive dialogue.

Mr Walter Roy, executive member of the National Union of Teachers, said the union was completely committed to the new look schools. He said that he had emerged from the meeting with a new sense of "complete and unqualified" support of the right of others to say and to make judgments.

Another union member, Mr Max Morris, said it was clear already that the new council was not going to be a dogfight between conflicting interests.

From the Confederation of British Industry, one of the most vocal critics of schools standards, Mr J. A. P. Perkins, group training manager of the Perkins Holdings Ltd, said he was very sorry about the slanging match of the great debate. They had been disappointed that the industry and commerce had had to go on its list to express concern about standards that were

## More money freed for teaching of politics

by Bert Lodge

A further Government grant to promote political education among the young is likely to be made next month to the British Youth Council. A grant of £20,000 earlier this year for the council to develop political education programmes for youth groups brought strong criticism from some Tory MPs and educationists.

Miss Margaret Jackson, Under-Secretary of State for Education, was among MPs who attended a meeting of the Parliamentary Youth Lobby this week. Afterwards, Mr Peter Mandelson, BYC chairman and a member of the lobby, said the DES was sympathetic to the idea of developing local youth councils and he expected a response next month to the council's submission for financial help to promote them.

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When details of the proposals are unveiled after the end of the legislative process, it is expected to find they are more than a simple majority of members.

A second concession to the Government was that the number of local authorities on the national body was to be increased from 10 to 15. It was always tacitly understood that the council would be a "veto" of the members' meetings.

Mr R. F. Marshall, from British Aerospace Ltd, said the confederation accepted that it was the professionals' job to devise the curriculum. But industry could make useful suggestions. The best way to do this was through local contacts between schools and employers.

Mrs Sheila Buckley, representing the National Confederation of Parent Teacher Associations, complained that she had no idea what the council was or what it did. Local head teachers had not been able to enlighten her. She called for more publicity about its work.

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## Tory I.E.A.s to defy party Oakes proposals for HE

Government undertakings to strengthen local government powers on the proposed Oakes body for public sector higher education appear this week to have persuaded Conservative local authority leaders to back legislation on the proposals in defiance of their colleagues in Parliament.

At a meeting last week Mr Gordon Oakes, Minister of State at the DES, told leaders of the Tory-controlled local authority associations that the Government was likely to agree to substantial changes in the constitution of the national body proposed in its report in May.

The key change will be the removal of a requirement that local authority representatives on the national body be unanimous before exercising their "veto"—a special reserved power enabling them to

refer a contentious decision to the national body for a final decision. When details of the proposals are unveiled after the end of the legislative process, it is expected to find they are more than a simple majority of members.

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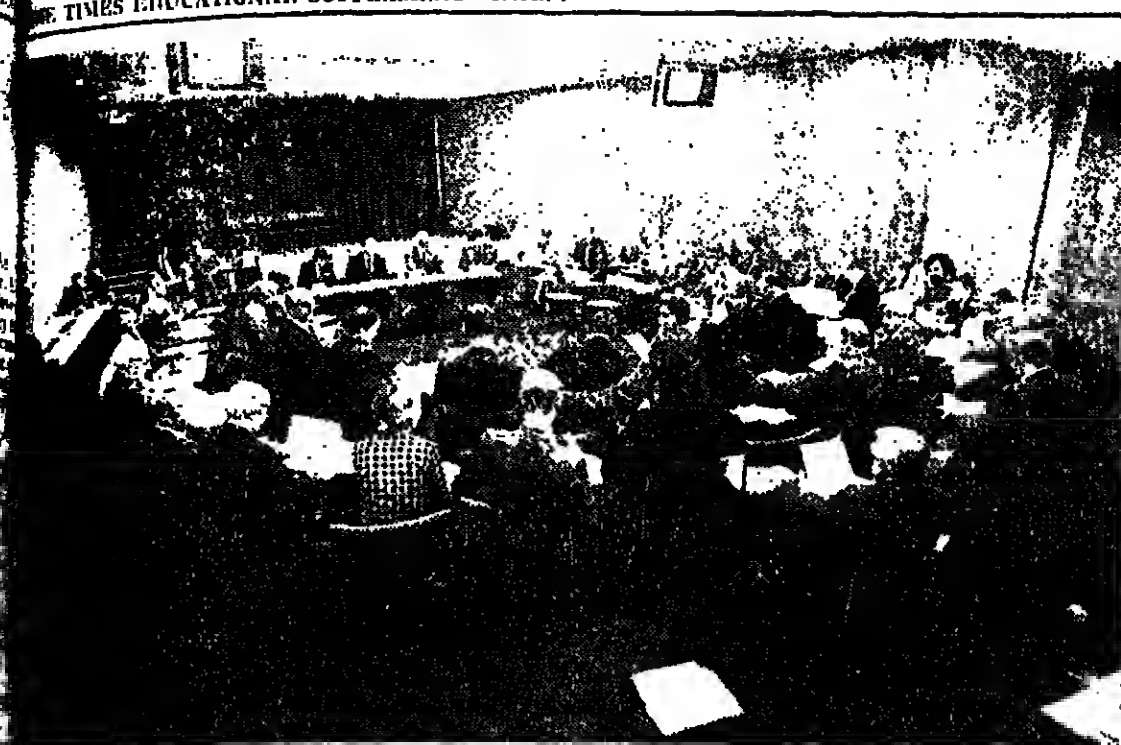
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The convocation in session at the Wembley Conference Centre.

## Peace reigns at the opening of Education Parliament

by Bob Doe

Dr John Tomlinson, Secretary of State for Education, declared this week that the opening of the Education Parliament at the Wembley Conference Centre was a triumph for the new look schools.

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drifting, apparently under the noses of teachers and HMIs, but they were pleased with some of the outcome.

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Attendance at convocation may be one way of judging its importance and credibility. At this first meeting 41 of the 56 members were there to hear the chairman's opening speech, 36 for his closing remarks.

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## Open your doors wider, universities are told

by Wendy Berliner

Universities must open their doors to locally based day students and part-timers who can follow degree courses at night as well as the traditional student with his "Marks and Stencils" attitude.

This was the message of Dr Richard Hoggart, Warden of Goldsmiths' College, to a symposium in London being held as part of National Education Week.

Lecturers' contracts would have to be made sufficiently flexible to enable them to teach both day and night and in different parts of the city. "It will be fought very hard," he said.

Dr Hoggart, who is also chairman of the National Advisory Council for Adult and Continuing Education, was speaking on Wednesday at a meeting organized by the Council for Educational Advances.

He argued that it was possible to select people as if they were racehorses, put them in a monastic learning environment and thus produce atomic scientists. However, it was what was wanted, the specialist research institutes for the

very brightest should be set up instead.

Goldsmiths', he said, already offered part-time degree courses at night as well as the traditional student with his "Marks and Stencils" attitude.

A university would gain from constant movement between the community and itself. The relevance of the 1960s idea of expanding higher education by producing enclosed units with residential halls on 200-acre sites had now passed, he said.

"We have concentrated far too much on the needs of full-time education for the 18 plus," he said. A crucial task for the future was to alert the people who were missing out on education to the opportunities that were passing them by. A group that should particularly interest educationists should be the 16- to 19-year-olds, 50 per cent of whom never set foot inside an educational institution.

The people who already knew what they wanted always took advantage of new social benefits—like the middle-class housewife who took an Open University degree.

## Backing for grants

It was "nonsense" that this country could not afford to pay grants to 16-plus students staying in full-time education, said Miss Joan Lester, MP. It could afford to pay them supplementary benefits if they went to the role.

One was on investment in the future while the other was on admission of failure. She hoped that pressure would continue on the Cabinet and the Labour Government to make a commitment I understood to be a pledge.

Miss Lester also attacked the "economic nonsense" that we could not afford to employ teachers once money had been spent on training them. Yet we could afford to pay them more money or pay more money to people who could not find jobs because teachers were taking them.



Richard Hoggart (see story above)

## Cars instead of education

Mr John Hughes, director of the Trade Union Research Unit at Ruskin College, Oxford, discussed the background to the cuts in education spending since the abrupt end to educational advance in the early 1970s.

"Educational advance was offered as a sacrificial victim, not only to international finance, but also to the insurance firms and pension funds that dominate our financial affairs", he said.

The cuts in public spending had led to extreme consumer spending. When the public had more money in its pocket it tended to spend it on cars and more alcohol. "What we have exchanged for the cutback in education spending this year is a 20 per cent increase in the purchase of new motor cars, a 100 per cent of which are imported—and an 8 per cent real increase in the consumption of alcohol", he said.

In the last financial year, nearly two-thirds of the 680,000 young

people who entered the labour market for the first time did so without a minimum clutch of O levels and CSEs. "We are talking about a process of large scale human disinvestment", he said.

Educationalists had to recognize that no one was going to channel resources into education from our "broken backed economy". So education had to become more cost effective. One possible way would be for educationalists to seek finance from the Government in the same way that the industry did through the Government's selective aid industry.

National Education Week is designed to highlight the need for more resources for education. On Wednesday a CSEA delegation met with Mrs Margaret Jackson, Parliamentary Under Secretary of State for Education, to discuss provision for under-fives, failing school rolls, teacher unemployment and the 14 to 19 age group.

## Meals 'waiting list' row

Some children in inner city schools in Leicester are having to wait months before they can take school dinners. An Asian teachers' association has said it has received complaints from parents whose children were on six-month waiting lists. In some cases both parents were working and arrangements had to be made for children to go to a neighbour's house for dinner.

Mr Sush Kapur, secretary of the Leicester Association of Teachers of Ethnic Minorities, said there was a "possibility" that children were going without a meal. If private arrangements could not be made, teachers might try to get a neighbour's house for dinner.

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Home from work at nearby factories, but that was obviously difficult.

The waiting lists were in schools with high proportions of Asian children.

Child Poverty Action Group took the matter up with the Department of Education.

Since then the situation has improved considerably, says CAPAG, and all children should be able to take school meals as automatically given dinners. But pay-meal children may still have to wait.

Mr Sush Kapur, secretary of the



Education should be brought into care and care into education, Miss Margaret Jackson, Under Secretary for Education, told the annual conference of the Association of Directors of Social Services, in Bristol last week.

Teachers, she said, should be more involved in the life of the child outside the school. Two years ago society accepted that teachers and social workers could not cope with children labelled "disruptive, ineducable or difficult". People were now less ready to accept that.

Teachers, too, were now more reluctant to exclude disruptive children from school. This was in keeping with the current trend of trying to keep all children in the mainstream of education, whether highly gifted or severely handicapped.

To help with professional training, she hoped that in this session Parliament would improve the system of mandatory and discretionary grants to education.

Mr Tom White, director of social services in Coventry, said there were no mandatory grants for social work students, who were in short supply, while student teachers automatically received grants although there was a surplus of them.

## Courts don't lack teeth—Ennals

Critics of the Children and Young Persons Act of 1969 were taken to task by Mr David Ennals, Secretary of State for Social Services.

Of 94,000 young offenders found guilty in juvenile courts last year, he said, less than a quarter were given the "safe option" of supervision or care orders. One third were fined, a quarter were given a conditional discharge, one tenth were sentenced to attendance centres and slightly fewer to detention centres and borstals.

"These figures suggest to me that, whatever the critics may say, the courts do not lack teeth."

Social services were not brought in now as much as in the past. Twice as many 14 to 17-year-olds were sent to detention centres and borstals as were given care orders.

Both he and the Home Secretary were concerned about the large number of juvenile offences; but they were worried about those who wanted to bring back old brutal remedies which had failed in the past. Such remedies had been abandoned not for moral or sentimental reasons but because they were ineffective. "We must face the fact that there is no easy cure for delinquency."

Proportionately the number of young offenders had remained constant at about one third of total offenders during the past 10 years. It was the younger, persistent offender, too young to go to detention centres and borstals who worried him the most. They were among the 2,000 children under 14 who were put into care each year.



Margaret Jackson addresses the conference. Right: delegates.

Association of Directors of Social Services conference

## The teacher as social worker

after being found guilty by the courts. His department was carrying out research into the "hard core" of offenders.

He was not advocating a soft option for young offenders. "Care is far from being the same as permissiveness. Discipline, control and the enforcement of standards of behaviour must be an integral part of the care and treatment of all children in trouble. Welfare and punishment are not contradictory terms."

## Community homes inquiry call

Mr Wally Harbert, director of social services for Avon, called in his presidential address for a wide-ranging inquiry into the structure of community homes.

He was concerned, he said, about the poor staffing ratios, lack of help from advisers and—shame of shames—the fact that teachers could not count their time in the homes as teaching service towards an increase in salary if they returned to an education authority

school. These anomalies must be removed. Community homes should provide a mixture of teaching and everyday living experiences for children who had failed in ordinary schools. Staffs should not be split into two unrelated regimes of care and education.

In some homes, however, teachers stuck rigidly to conventional classroom routine and the care staff looked after the children during break and outside school hours.

One stumbling block to collaboration between the services was the way pay and conditions of employment were negotiated by different national organizations.

There was, he said, a need for a national policy for the family. "With rising unemployment, with handicapped children remaining in the care of their parents more often and for longer, with the rapid rise in the number of divorces leading to more one-parent families, as a nation we desperately need to rethink our policies for families."

Much misdirected effort went into providing for children whose parents had failed them, not because

of any innate lack of ability or affection, but because they had been overwhelmed by social pressures and had not got the financial or social help they needed at the right time.

## Cooperation needed on Warnock

Mr George Cooke, vice-chairman of the Warnock Committee, told the conference that the Warnock report would not be implemented successfully unless there was co-operation between social services, health and education departments. The development of close working relationships in different services was central to many of the recommendations.

Mr Fred Adams, director of education for South Glamorgan, and Dr Marie Praeger, specialist in community medicine in Avon, were both concerned at the poor state of provision for the under-fives. "If the low had not set out to make collaboration between departments on this issue more difficult it could not have done a better job," said Mr Adams.

Dr Fraerman chimed that, despite

joint circulars from the Department of Health and Social Security, there had been no real co-operation between the two departments.

Joint consultation over the educational aspects of the Warnock report was not being used as a means of co-operation between the two departments.

## Fears of waste in urban renewal

New urban aid schemes, said Professor Maurice Lacey, for Educational Technology, were being introduced at a time when the Government was struggling to raise money for education.

Joint partnership between the Education and the Environment was a central Government policy to renew the cities.

"I fear they are not doing enough to ensure that the money is spent on what is needed," he said. "The money is being spent on what is needed, but it is being spent on what is not needed."

Much good work has always been done in the schools, but the money is being spent on what is not needed. The money is being spent on what is needed, but it is being spent on what is not needed.

Modern development of the school system is a hybrid of the old and the new. The money is being spent on what is needed, but it is being spent on what is not needed.

Dr Eric Alderson, of the Public Administration, said the money is being spent on what is needed, but it is being spent on what is not needed.

As long as the money is being spent on what is needed, but it is being spent on what is not needed.

This money is being spent on what is needed, but it is being spent on what is not needed.

Teachers might have themselves more to do in the future. Social workers might have themselves more to do in the future.

With an effective role.

Reports by Diane and Caroline Hayles

Learning to schools as working party is set up on micro-electronics

## The nasty computer salesman are coming...

Working party to look at the use of micro-electronics in education is to be set up in the next few weeks. This was decided at a conference at North East London Polytechnic at the weekend.

The delegates in education and micro-electronics will meet again in discussion of its constitution and to provide a working party. The working party will be set up by the Science Education Council, said that when the working party was set up, it would be "a nasty, nasty" committee who were just there to sell the computer.

He told the representatives from education: "You won't be asked to buy a computer, but there is a reason why you should not start to put computers on governments and companies if they are about to make a mistake in the wrong way. There is no reason why you should not be able to force them to think more than a year ahead."

There was as yet no science of the computer. Dr Chris Evans, of the National Physical Laboratory, said: "We are just about to have an educational technology and vast sums of money will be pumped into it, but we don't really know how to teach."

We have been stuck so far with an inherited system where teachers stand up and talk to the class. The money is being spent on what is needed, but it is being spent on what is not needed.

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balance, but it should only be a short-term effect.

The second problem was that the effect of new teaching strategies was not known. Would computers make people more or less creative? "Min has never before come up against anything more intelligent than he is. Will it switch him on or off?"

The effect of micro-electronics on other industries would also be tremendous. Banks were about to be phased out. "Would you have shares in the paper industry?"

The professions would also be hard hit. "Professions are clubs of people who, after a long course of training, have acquired certain knowledge which they now sell to others. They are only handling data they have acquired according to certain rules. Soon this information will be available to everyone. In the same way, there is to be people who read and write for you."

Developments in computers were moving at great speed, he said. If the motor car industry had moved

as fast, we should now be able to buy a Rolls-Royce for £14,500; it would do three million miles to a gallon of petrol and we should be able to fit six into a jiffy head.

It was a great delusion to think we could stop this technology. If any group tried to cut itself off, it would find itself like Albania "totally uncompetitive and living in cloud cuckoo land."

The education system had failed totally to produce graduates who understood commercial computing, said Mr David Collins of NCR, the major computer manufacturer. His company was forced to give graduates a seven month training course before they could be of use in marketing computers to commerce and industry.

Business Studies graduates, for example, knew nothing about computers; engineers knew how they were used to solve engineering problems, but nothing about other ways in which the engineering industry used them, while computer scientists were worse off all.

"They have been so used to

## Parents should have say on closures—MP

Local authorities and central government should listen to parental opinion on small school closures, Mr Edward Gardner, MP for South Fylde, told the inaugural meeting of the Lancashire Association of Small Schools at the weekend.

"It is upon consultation with parents and what they say that the mainstream of closure argument ought to depend," he said.

"It is not the so-called experts but the teachers and the parents, who know their children, what they want and ought to have, to whom we should be listening."

"The experts who have been closing down the schools at the rate of one a week since Plowden have about the same authority for their conclusions as the experts who advised us that we ought to have tower blocks."

Mr Gardner pledged his support for the association—known, appropriately, as LASS—and said that, if necessary, he would call for a debate in the Commons on the subject of closures.

## Closure backed

Mrs Shirley Williams, the Education Secretary, has backed the decision of Surrey County Council to close Ottershaw, the county's only co-educational day school, in July 1980.

The county council said this week that it would offer parents assistance in finding alternative schools for boys and would consider providing financial assistance towards the cost of attendance at other boarding schools.

The Save Ottershaw School Action Group attacked the decision as "fanciful, callous and thoughtless". There was no desperate need to provide more schools with local provision, said a spokesman.

Sandra Hempel

## ANOTHER ADVENTURE IN EDUCATION.

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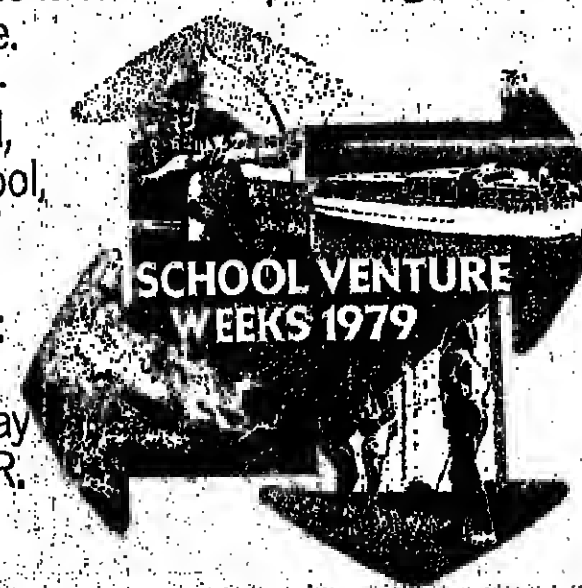
Mosney is situated by the side of a very expansive beach and the centre offers a wide range of activities. These include judo, fencing, boating, abseiling, horse riding (extra charge), putting, nature trails, beach studies, camping instruction, indoor swimming pool and there are huge sports fields. Within driving distance of Mosney there are

the Wicklow mountains, historical sights in the Boyne Valley and of course the fascinating capital city of Dublin.

The price is £25 inclusive of V.A.T. for each week — 12th to 19th May and 19th to 26th May 1979, with a free place to an adult supervising parties of 15 or more.

Travel arrangements, via Fishguard, Holyhead or Liverpool, can be arranged.

For further information contact: School Venture Weeks, 21 Southernhay West, Exeter, EX1 1PR. Tel: Exeter (0392) 59619/31034.



## SPECIAL ANNOUNCEMENTS

### HUMBUG!

"A recording success... moves at a rocking pace... the music is a delight... excellent entertainment." (Clive Pease in *Spectator* and *Drama*) "This exciting new musical based on Dickens' 'A Christmas Carol' book and lyrics by Ron Ward, music by Tony Walton, will be published next April by Piper Publications."

If you are interested in producing HUMBUG! at your school or with a youth group or adult society, write now for our introductory leaflet with more information and musical questions. If you are free and coming from December 11th to 14th, come and see a performance at The Lyle High School, Redditch—details in the leaflet.

Meanwhile we have other free information from your music department when you teach them. **THE MUSIC DEPARTMENT** by Richard Walton, the author of the book, is available on request to **PIPER PUBLICATIONS, 451, BLOOMSBURY, LONDON, WC1N 3AF.** Tel: 011-6710, 200.

The leaflet is available on request to **PIPER PUBLICATIONS, 451, BLOOMSBURY, LONDON, WC1N 3AF.** Tel: 011-6710, 200.

STONE, STANLEY 5711 001

The Government of Scotland has announced the appointment of Mr. Christopher Turner as Headmaster of the new school, Mr. R. O. Drayson, Mr. Turner is the present Headmaster of Dalrymple School.

See what's for sale in the personal column this week look in the CLASSIFIED PAGES

## Parents warned of German measles threat

Leaflets urging parents to make sure their daughters are vaccinated against rubella (German measles) between the ages of 11 and 14 are being distributed by the government-backed Health Education Council.

Rubella, if contracted by a woman during the early stages of pregnancy, can lead to blindness, deafness, or both, or to other deformities in the unborn child. Only three out of five 14-year-olds are vaccinated at present, says the council.

Mr David Ennals, Secretary of State for Social Services, said in Parliament last week that the Government would be launching its own campaign next year. The British Medical Association tests the Health Service will not be able to cope with the demand for vaccinations at present because of the recent industrial dispute in the hospitals.

The Spastics Society says that Britain is in the grip of a German measles epidemic and expects the number of children born with defects caused by the disease to rise considerably. Mr Jack Ashley, MP, has called for a mass immunization campaign for all women of child-bearing age.

## DES to advise schools on treatment of disrupters

Reports on two inspectors' surveys of disruptive children will be published shortly, Mrs Shirley Williams, the Education Secretary, told the Association of Community Home Schools conference in Swonwick, Derbyshire, last week.

There was general public concern about indiscipline and truancy in schools, she said. To help schools and education authorities with these problems the DES would soon be publishing information and advice based on the DES surveys.

The reports are expected next month. One will cover truancy and behavioural problems in urban and secondary schools; the other will look at behavioural units.

Mrs Williams also said there was scope in many fields for joint

## Research in special education review

A round-up of research in special education was published this week by the National Foundation for Educational Research. The book reviews research published in the last 10 years in England and abroad and summarizes projects which illustrate key issues. It was commissioned by the Warnock Committee, which reported earlier this year.

The authors, Mr and Mrs Pamela Cooke, say that the role of parents and the role of the school in the education of the child are the two main issues. A survey of research in special education, by Pamela Cooke and Pamela Cooke, published by the National Foundation for Educational Research, 11, Bedford Square, London, WC1R 4EJ. Tel: 011-6710, 200.







# Rules for creative geneticists

## Science diary

by

John Maddox

How safe is genetic engineering? And what precautions should be taken to guard people against the potentially harmful consequences of the techniques known in this country as genetic manipulation, or as "recombinant DNA research" in the United States?

Three years ago, there was much public concern about the possible hazards of this kind of research, largely as a result of a round-robin produced in the summer of 1974 by a group of American microbiologists led by Professor Paul Berg of Stanford University.

The British Government's response was to set up two working parties on the subject, one under Lord Ashby which recommended that genetic manipulation should be encouraged but that appropriate safeguards should be devised, and one under Sir Robert Williams (then Director of the Public Health Laboratory Service) which recommended that proposed experiments should be notified in advance to a Genetic Manipulation Advisory Group and allocated to one of two categories of laboratory procedures, the most stringent of which is roughly the equivalent of the kind of physical containment provided for the most dangerous of all naturally occurring infectious agents (the virus of Jassa fever, for example).

Fortunately, the Health and Safety at Work Act (which became law in 1974) provided the Health and Safety Executive with an opportunity to promulgate regulations which made notification compulsory for both biological and chemical scientists alike. Britain is now the only country in the world in which genetic manipulation is regulated by law.

No doubt this course of events helps to explain why there has been so little continuing concern about the hazards of genetic manipulation in the past two years. From time to time, some people have asked why there has been no "debate" about the hazards of genetic manipulation. Often, I suspect, the would-be debaters have been conscious of the reactions that have come from time to time about the so-called Windesore debate. In the past few weeks, Mr. Ciba Jenkins has done his best to oblige with his quite unsubstantiated assertions that "all genetic manipulation may have been involved in the tragic smallpox outbreak in Birmingham two months ago."

I should at this point declare

my interest as a member of the Genetic Manipulation Advisory Group (GMAG) for the past two years and more recently as the chairman of a small sub-group set up by GMAG in the summer to reconsider the principles on which proposed experiments should be allocated to the four categories of physical safety precautions originally suggested by the Williams Committee.

An account of these proposals, which await discussion by scientists and the public, was published in *Nature* last week. I have a curious feeling that the whole affair will pass off like a squib left over from November the fifth, and that the vague sense of public uneasiness about genetic manipulation that abounded as a result persists.

That result would be exceedingly unfortunate for us all. Since 1972, scientists interested in carrying out experiments in genetic manipulation have been exceedingly polite in their compliance with the regulations before these had become law in August this year. Indeed, they have grumbled only among themselves about some pedantic requirements of the regulations. The attitudes of the scientists, like those of the rest of us, have been optimistic for the past two years.

This is unfortunate, not least because genetic manipulation is such a quickly changing field. The essence of the technique is that of putting pieces of genetic material from one organism into the genetic material of another in such a way that they can be multiplied more rapidly and more easily than would naturally be the case.

There are two kinds of vehicles by means of which this may be accomplished—bacteria and viruses. To clone (to produce lots of identical copies of) a foreign genetic element, the trick is simply to incorporate the foreign element in the genetic material of the bacterium or virus and let that multiply. Many of the breathtaking results of genetic manipulation in the past two years have involved the use of these techniques simply for making amounts of foreign genetic elements which are great enough for chemical analysis.

But it is also possible (though not as simple as people thought a few years ago) to arrange that some naturally occurring genes (and some synthetic ones) will function in their artificial hosts as they do in real life. This is why people hope that genetic manipulation will make it possible to manufacture an industrial scale biochemical materials that must at present be obtained from natural sources. Insulin is the example most often given.

The risks of these experiments are for the time being conjectural, in the sense that none has been demonstrated to be a real hazard. At the same time, it is plain that genetic manipulation might lead to all kinds of horrors. In principle, for example, it is possible to graft bits and pieces of the Jassa virus onto ordinary influenza virus. Even though nobody can at this stage tell whether such an organism would indeed be dangerous to people, no-

body in his senses would try the experiment—and he would be denied consent if he asked for it. Equally, however, it is plain that some of the experiments that were lumped in with the general run of experiments in genetic manipulation as recently as two years ago are by now so familiar and relatively well understood that it is possible to say with some confidence that they entail no substantial risks to people.

This is a great deal of symptom, but some of it never gets the stage of verbal expression, he said. "There is too little understanding of the risks, too much apprehension and caution, and being over-protected and their rights are under-estimated and abused. The provision of further education for them is patchy, and largely accidental."

It is needed, is a planned and organized approach. Many handicapped young people have been concerned in heat that many young people had to wait two years to see such cases before they do so little to help.

Lock of appreciation of the talents resulted in a lot of talented people being overlooked. The teacher never notices the talents that are being overlooked. The teacher never notices the talents that are being overlooked. The teacher never notices the talents that are being overlooked.

But Mr. Michael Hussey, an inspector in the Inner London Education Authority's multi-ethnic education inspectorate, is one of the handful of immigrant teachers who have made good. A Rhodesian, he came to this country in 1961 after teaching in both Rhodesia and Nigeria. Like most immigrant teachers he started as a supply teacher. Simultaneously he did his degree in English at London University.

After several months supply teaching he got a regular job as a teacher of English and general subjects at a South London secondary school. He was the only black teacher on the staff. His biggest problem was making his way in the school. He had to deal with hostile white pupils and in adapting to the less formal methods of teaching used in this country.

White pupils showed their hostility by leaving around drawings of lips pierced by bones. Mr. Enoch Powell was making inflammatory speeches on race in those days and children, thinking Mr. Hussey was a West Indian, would shout "go back to Jamaica" or, simply "Enoch Powell".

"I knew I was being tested," he recalls. My ideal, my philosophy of education, and the teaching methods I applied in two countries were on trial. The teaching techniques he had imbibed were inadequate and his authority as a teacher was challenged by the students. They even doubted his interest in teaching them.

To win their confidence, Mr. Hussey involved himself in pupil activities outside the classroom. He coached them in cricket and football, edited the school magazine and produced and directed school drama. This sort of liaison work paid off, and suspicions about him evaporated.

Mr. Hussey was fortunate in his colleagues. They were supportive and he mixed with them socially. Advice from Her Majesty's Inspectorate also helped. He shifted his concentration from the subject to the students and their needs. "I was lucky," Mr. Hussey says. "I was lucky to have seen colleagues of fairly high calibre suffer for want of recognition from their departments and schools. An able Asian teacher, a good biologist, did not get promotion for six years. Finally he was interviewed by a perceptive governors and became a

applications to study computing (45 per cent), engineering combined with other subjects (21 per cent), accountancy (15 per cent), and production engineering (56 per cent). A substantial drop in applications is reported for combined general arts (15 per cent), environmental studies (except geology) and medicine (5 per cent). With about one-third of the total applications so far received, those from men are 2.6 per cent down on last November, while applications from women are 2.7 per cent up. Applications from overseas are up by 18 per cent but UCCA warns that this may mean no more than that the recent trend to apply earlier in the year is being maintained. The final total of overseas students will show a corresponding increase.



Michael Hussey.

## Life and slow progress of black teachers chasing career success

Few coloured teachers have succeeded in getting teaching jobs in Britain. Degrees from India, Pakistan, Jamaica and Bangladesh are often not recognized here, and many of those who have become teachers have stayed on the lowest rung of the educational ladder.

A coloured teacher has not only to prove his knowledge and ability to teach but has to be able to control and win over white pupils, many of whom may be racially hostile. But Mr. Michael Hussey, an inspector in the Inner London Education Authority's multi-ethnic education inspectorate, is one of the handful of immigrant teachers who have made good. A Rhodesian, he came to this country in 1961 after teaching in both Rhodesia and Nigeria. Like most immigrant teachers he started as a supply teacher. Simultaneously he did his degree in English at London University.

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## Help train disabled for jobs, FE told

Sandra Hempel

Further education prospects for people with special needs are bleak, Mr. George Cooke, vice-chairman of the Warnock Committee, a former chief education officer for Lincolnshire, told a study conference on further education for handicapped students at Bolton College of Education last week.

There is a great deal of sympathy but some of it never gets the stage of verbal expression, he said. "There is too little understanding of the risks, too much apprehension and caution, and being over-protected and their rights are under-estimated and abused. The provision of further education for them is patchy, and largely accidental."

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stional expertise." The aim of further education for handicapped people must be to help them to get jobs, said Mr. Dennis Coe, assistant director of Middlesex Polytechnic, chairman of the National Bureau for Handicapped Students, and a member of the Warnock Committee.

"I have a prejudice against people who talk about education for education's sake and I am glad to see that there is now increased emphasis on vocational training." Schools could help by providing training in social competence and giving an understanding of the world of work.

The work of the Manpower Services Commission and its agencies was having a profound effect on the training of young people. It had an important part to play in helping those with special needs. Another important area of training was within industry. Links should be established with technical education councils and with the professional bodies which controlled entrants to the professions.

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## Heads bid to get union off pay team

by Stephen Cullen

The National Association of Head Teachers wants to put another union on the negotiating table in the Burnham Committee. The heads have asked the Education Secretary, Mrs. Shirley Williams, to ban the National Association of Teachers in Further and Higher Education from the primary and secondary committees.

Mrs. Williams announced a reshuffle of the committees the teachers' side of Burnham two weeks ago. NATFHE's representation was reduced from two to one place while the heads were given two places instead of one.

Leaders of the NAHT objected last week to "immediacy" of their representation. "As the organization representing two thirds of the country's heads, we confidently expected that Mrs. Williams would propose an allocation of three seats," the association said in a statement.

The "stranglehold" of the National Union of Teachers, which has been given 16 seats—a majority—is also opposed by the heads. This means that the will of the NUT will continue to prevail, on voting strength, over all the other teachers' organizations. No proposal that does not meet with NUT approval can succeed—and that is undemocratic.

The heads have complained to Mrs. Williams about the allocation of seats on the committees which negotiates teachers' pay. "In our view, NATFHE has no entitlement to a place on this committee," the statement said.

A spokesman for the NATFHE said this week that the association wanted to keep its two seats and was loath to give up one. "Although further education is a separate area, it is convenient to all the parties involved to have a single education presence. We believe it has been mutually convenient to have this interlinking."

NATFHE has about 10 members who work in primary and secondary schools, the spokesman said.

Administrators have lost control of the education system to the teachers, Professor John Eggleston, of Warwick University's department of education told the British Educational Administration Society, last week.

In the wake of the curriculum revolution, he said, teachers had achieved immense autonomy in the classroom. But there was now considerable pressure for some kind of justification for what they were doing.

Giving the association's annual William Walker lecture, he said teachers had come to believe it was their job to diagnose what was right for children in their classes. Administrators had bowed to this.

But reassurance that school was not a waste of time was needed. He called for the development of a language of accountability to justify, inside and outside the profession, the new curricular methods. Something better was needed than the fragmented, impressionistic and rudimentary record-keeping of most classrooms.

Professor Eggleston, who is a member of the policy-making coordinating committee of the Government's Assessment of Performance Unit, thought the work of the unit would be a great help in this.

Members would be included on their own merits and not representing any particular groups.

Bob Doe

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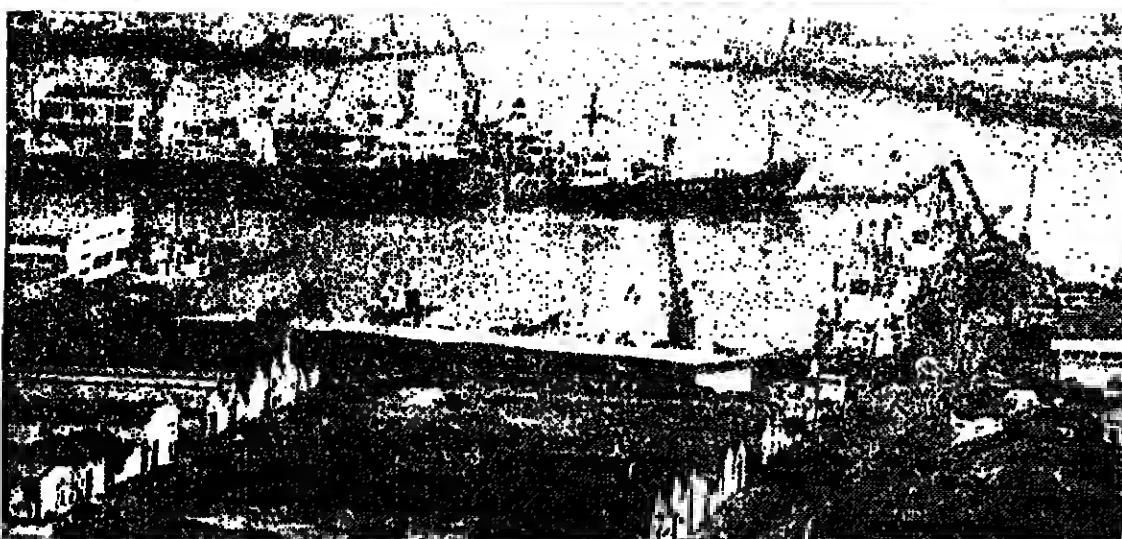
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**THE TIMES EDUCATIONAL SUPPLEMENT**



enjoyable Evening"





Algiers: symbol of the emergence from French rule.

The bulk of Algeria's tractor and caterpillar requirements are supplied by a medium-sized manufacturing and assembly plant just outside Constantine run by half a dozen men barely into their thirties. They talk with the assured mastery of words that is the hallmark of the French intellectual. But they have had first to create, and then learn, their jobs, there in the ground.

The finance director, for example, could well be mistaken for a product of the Ecole des Hautes Etudes Commerciales in Paris. In fact, when the French finally left the country in 1962, he was finishing his schooling in Algiers. He completed his studies, again in Algiers, and was subsequently given this appointment, though the whole plant was still at the drawing board stage. After military service, he started in earnest. The only practical training he had had was one two and a half month stint in Germany.

He is a product of the highly elitist French education dispensed by the colonials prior to independence. To or three to a lycée in the provinces, rather more in Algiers, a handful of natives were trained up to mix with Frenchmen and to be like Frenchmen.

But the system, and the men it produced, were all there was; its products have been managing Algeria's economy, oil and gas, finances, law for development. As the Prefect of Constantine put it: "It's not surprising that they make mistakes at the tractor plant; the mistake is that it works at all."

Not only were there nobody better qualified than these people to take over when the French left; there was, to all intents and purposes, nobody below them either. In 1962, only 700,000 children, or just over one third of 6-14 year olds, attended some form of elementary school. The literacy rate was under 20 per cent. There was only one university, at Algiers, with one or two colleges elsewhere; courses were heavily biased towards the humanities and constitutional law. The picture has now been radically transformed, though at a cost. Reliable literacy rate figures are not available, but the proportion of the 6-14 age group in school has more than doubled to 73 per cent. In absolute numbers, the improvement has been even more dramatic: to 2,890,000—though the number of boys to girls has remained constant at roughly 2.5:1. The reason for the huge increase is that the population has virtually doubled since independence to its present 18 million, of whom over half are under 18 years old.

It is alarming enough, educationally, it is even more alarming from the point of view of jobs. By 1985, it is estimated that there will be 100,000 newcomers to the job market every year. At the moment there are no jobs for them to go to. At the senior level, such as there are, will be occupied by people like the managers of the tractor plant for many years to come.

To general, though, Algeria has up to now been concentrating on its capital-intensive petro-chemical and steel transformation industries. From now on, for the next 10 years, Algeria's immense investment programme is being geared both to providing a whole new consumer-based industrial sector and the schooling and training required to fit people into it.

However, that new urban proletariat will be, by European standards, only semi-educated, as Algerians freely admit. The reason is that, until very recently, far more schools were being built than there were qualified teachers to man them: 2,200 classrooms a year, or some 1,000 schools, of which, for example, 150 are built in the Constantine area alone.

As a consequence, and Tizi-Ouzou in the Kabylie, as well as Constantine, is an example of this—there is a shortage of schools in the towns, while many of those in the countryside and the mountains stand half or even completely empty.

To begin with, there were vir-

## Shaking off a colonial past

tually no qualified Algerian teachers. They made do with Frenchmen, and untrained people—moniteurs, who were barely out of elementary school; instituteurs, who had had a year or two of middle school; and more or less trained instituteurs.

With the first three years being entirely in Arabic, the French were of limited help, and are now confined to the secondary level and above. One of 75,000 primary school teachers, 50,000 are instituteurs, 17,000 instituteurs, and 8,500 instituteurs plus a few hundred specialists. Teacher-training has been hived off from the university system, where the French had left it, to a new Ministry of Education, the Institut National de Technologie financé by the World Bank.

As much as possible is done to raise the level by retraining, but the continuing demographic explosion, and the Islamic schools on the one hand, and the secular system on the other. Such progress as there is can now apply to everybody.

Numbers fall dramatically at the middle and secondary school levels—a little over half a million in the one, and only 150,000 in the other. In middle schools, last year, only one-quarter passed their Certificate exam. In secondary schools, about half the teachers are French. The small numbers of both teachers and pupils at these levels partly reflects the Algerians' determination to make their education system a genuinely mass one, which meant concentrating first on the primary sector. But it also reflects the relatively low standards of primary education and the lack of school buildings at the secondary level.

That does leave Algeria with an acute problem of what to do about the 14-17 age group—the very ones who will start coming on to the job market in such numbers to 1985. One solution would be to adapt and expand the administrative training centres, of which there is one in each main town.

These provide basic courses for all those entering some branch of government service, which covers practically everything in Algeria: Postmen, customs officers, civil servants are all mixed up together—which, in this bureaucracy, is a good way of getting to know the people who might help you to get things done later on.

Another, more radical, way would be to combine elementary and middle schools in a common curriculum to the age of 16. This was envisaged in the national charter, and would be a one step towards breaking the hold that the French system—and indeed the French language—holds over the whole of Algerian education. That would mean for a start, getting rid of the baccalauréat.

But though a number of Algerians are thinking along those lines and, for commercial as much as political reasons, would like to see English increasingly substituted for French, that is not likely to happen until Algeria is in a position to provide and train all its own teachers. And then day is still some way off.

John Gretton

John Gretton

## Training schemes step up to cut unemployment

from Guy Ott

New steps are to be taken by the French Government to increase the number of places in apprenticeship training schemes as a means of combating youth unemployment.

This initiative comes as the second stage in the programme introduced last year which, according to a recent survey, appears to have been highly successful. Of the 145,000 youngsters entering apprenticeships this year, an investigation showed that 88 per cent will have little difficulty in finding employment.

In 1977, the Government took the decision to continue with the National Employment Agreement (Plan National pour l'Emploi) and with the arrival of M. Christian Beullac—previously Minister of Labour at the Ministry of Education—further impetus has been given to apprenticeship training programmes. As from 1979, the number of training places is to be increased to 220,000 compared to 145,000 currently available.

Despite the wide agreement on such matters among the Ministry of Education, the Ministry of Labour and the Ministry of Trade and the Artisanat, very real difficulties still remain.

At present, for instance, apprenticeship training centres cater only for a minority of pupils engaged on pre-vocational training. The majority are training at this level in schools. On the other hand, youngsters undergoing pre-vocational training must still stand a better chance of obtaining a vocational qualification than

those who remain in the general education system.

Already, the Government has taken steps to increase the number of apprenticeship training places in the private sector, and to encourage employers to take on more apprentices.

These measures are part of a broader strategy to reduce youth unemployment, which includes improving vocational training and creating more job opportunities.

The Government is committed to these efforts, and expects to see further progress in the coming years.

## TV science for the young

Clive Cookson

WASHINGTON

Children's Television Workshop (CTW) is developing a new educational television series on science and technology for 12-year-olds.

The series, titled "Science for the Young," will be a 12-part series, each episode 15 minutes long. It will be produced by CTW and broadcast on PBS.

The series will cover a wide range of scientific topics, from basic principles to more advanced concepts. It will be designed to be both educational and entertaining.

CTW has a long history of producing high-quality educational television programs. This new series is part of their ongoing commitment to improving science education for young people.

The series will be available to schools and libraries, and will be a valuable resource for teachers and students alike.

CTW is proud to be part of this effort to make science education more accessible and engaging for young people.

The series will be a landmark in the history of educational television, and will set a new standard for science programs for young audiences.

CTW is committed to continuing to produce innovative and high-quality educational programs for the future.

The series will be a testament to CTW's dedication to improving the quality of education for all children.

CTW is looking forward to the success of this new series and to the positive impact it will have on young people's understanding of science.

## Outlook on jobs better

from Colin Narborough

STOCKHOLM

The latest Swedish forecast on the outlook for 1980 shows that the prospects for teaching are good, especially at preschool and primary levels.

New openings in these fields reflect growing employment prospects in the public sector, and the fact that the number of job opportunities in traditional production sectors, like the forestry industry, are expected to decline, according to the Swedish Institute of Labour Market Research.

The labour market forecast, issued here this week, is included in a report called "New Recruitment Prospects for Various Educational Categories until 1990," which aims at plotting out developments in various professions and in recruitment.

A relatively large number of people, about 30 per cent on average, who leave their trade or profession within the next five years, either because of a switch in career or some form of retirement, the report says. These will have to be partly replaced by others switching trade or profession or by recruitment directly from educational institutions.

Will more be recruited from education? The report does not say. It does not yet in the workforce, recruitment is expected to grow during the period covered by the report. There will also be a slow-down in recruitment for manufacturing and office work, until 1985, after which it is expected to increase again until 1990.

Better salaries for teachers, the report says, will help to attract more people to the profession. The report also notes that the number of teachers is expected to increase in the coming years.

The report is a valuable resource for educators and policymakers, and will help to shape the future of the Swedish education system.

The report is a testament to the Swedish government's commitment to improving the quality of education and to ensuring that there are enough teachers to meet the needs of the future.

The report is a landmark in the history of educational research, and will set a new standard for similar studies in other countries.

The report is a valuable resource for educators and policymakers, and will help to shape the future of the Swedish education system.

## Wealthy show 'callous disregard' over careers

from Asif Khan

COLOMBO

A great majority of wealthy parents showed a "callous disregard" towards their children's education and career development, a recent Commonwealth regional conference was told in Colombo.

Mr K. C. Das, a college of education principal in the Eastern Indian state of Orissa, said only 10 per cent of rich parents were serious about it, and 5 to 6 per cent "very serious" when it came to admissions and exams. But 84 per cent were just "callous".

The attitudes were revealed in a survey his college in Bhubaneswar conducted involving 400 well-to-do parents, some millionaires. Mr Das was speaking during a discussion, led by Mr Uvais Ahmed, of Sri Lanka, on preparing teachers for community education.

A reason for the wealthy parents' lack of interest in their children's education was that they were too materialistic, according to Mr Das. Mr Das said his college was now planning to organise a special forum for wealthy parents with a view to educating them on the need for paying enough attention to their children.

He was one of 30 delegates—all teachers or professors and senior education administrators—from 15 Commonwealth countries taking part in the two-week workshop held under the chairmanship of Mr George Mendis, Sri Lanka's deputy director-general of education. The workshop was held in Colombo, Sri Lanka, from November 1 to 15, 1978.

The workshop was a landmark event in the history of Commonwealth education, and will set a new standard for similar workshops in the future.

The workshop is a testament to the Commonwealth's commitment to improving the quality of education and to ensuring that there are enough teachers to meet the needs of the future.

The workshop is a valuable resource for educators and policymakers, and will help to shape the future of the Commonwealth education system.

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## Minister seeks ban on cane

John Kirkaldy

SYDNEY

The use of the cane in Australian schools may soon be outlawed. The Federal Government is to recommend to state education authorities restrictions on how the cane or strap must be used. The New South Wales department of education, for example, has ruled that the cane should be unnecessary except in extreme cases.

Corporal punishment in New South Wales can be administered only by the principal and teachers who have been given approval to discipline students. The cane must be used on the palm of the hand and a record kept of its use. Teachers are forbidden to cane any student whose parents have requested that their children not be hit. In theory, corporal punishment is never inflicted on girls.

Australian teachers have been divided over the use of corporal punishment. Many would like to see it banned as a degrading punishment, others see it as essential in keeping order.

The Minister for Education, Mr John Carrick, said in a statement that he would be recommending a ban on the cane in all schools.

Mr Carrick said that he was happy to recommend a ban on the cane, and that he would be recommending a ban on the cane in all schools.

The Minister is committed to this effort to improve the quality of education and to ensuring that there are enough teachers to meet the needs of the future.

The Minister is a landmark in the history of educational research, and will set a new standard for similar studies in other countries.

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...to find an article about  
his seeking entry into Britain  
...one on the pitch of

was the villain of the piece. The author, in order to equate the suffering of half-starved Ethiopians with those who cannot come to the here and now, has to resort to the juxtaposition of the articles leaves no doubt as to the conclusion: one is supposed to draw.

Whatever is taken of immigration policy it cannot be

of a Christmas appeal to school children.

It calls into question the competence of advertising and the doubts upon the issue to which furnished by this means are put.

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Bluesdon St Andrew CE Junior or Infant School,

without permission". The juxtaposition of the articles leaves no doubt as to the conclusion one is expected to draw from them.

Whatever view is taken of immigration policy it cannot be denied that it is a political issue.

doubts upon the use to which run-  
nals by such means are put.

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Barnard St Andrew CE Junior or  
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## Sport



Liz Beal: brilliant try.

## Liz beats the rugby ban

Liz Beal, the 13-year-old girl who was banned from boys' Rugby League and then reinstated, marked her comeback with a brilliant 50 yard try in a match on Sunday.

Liz began the match for Northampton Under-14s in full-back position, according to team coach, Eric Arnold, she took a couple of good catches. Then, in the second half she was switched to centre from which she scored her try in the 30-0 victory.

"The boys think it is 'fantastic' to have a girl in the team," says Mr Arnold. She is a stronger runner than most of them.

Liz, of Northampton Frelton School, West Yorkshire, was banned by the Kirkstall junior league after playing three games, but the ruling body, the British Amateur Rugby League Association, unanimously overturned this decision.

Mr Maurice Oldroyd, the league's administrator, says the ruling means that girls of my age can play the game provided they have written parental permission, and that there are separate changing rooms.

He admits that with older girls there could be some embarrassing situations.

Happy to be out of this la. Mr Ron Morgan, secretary of the English Schools Rugby League. The rules talk about boys and masters, he says. But he may yet find that this is no defence against determined girls.

## Where emphasis is on soccer skills

by Stanley Levenson

There is no substitute for skill. This occasionally proclaimed first law of football is largely ignored in the special world of professional football, which prefers the speed-power-strength formula.

A series of coaching films, produced in conjunction with the Football League, is, therefore, particularly refreshing. The emphasis is on personal skill. Focus on Soccer, a series of seven films, has already been seen on commercial television. It is now available for purchase on film.

Director Terry Ryan and writer-producer Ray Marshall, of Opix Films, have chosen six players of undoubted skill to demonstrate various aspects of the game—Mick Channon (Manchester City) on the basic skills all players need; Liverpool's Ray Clemence, on the brave art of goalkeeping; ex-Derby, now Everton's Colin Todd, on the needs of a defender; Derby's Gordon Hill, on what it takes to be a winger; Trevor Branning (West Ham), on midfield play; and Kevin Keegan (Hamburg), on the techniques of a striker.

The seventh of the 26-minute colour films features Manchester United's Sir Matt Busby, adviser on all seven, dealing with teamwork and tactics.

Each of the first six films has a simple "plot". The players are shown perfecting their techniques in club practice sessions. The film then cuts into a match showing the

some players using the skill in competition.

The players themselves, why they do certain things, add a word of elucidation.

For example, Brookings, practising ball control and control of the ball, is harassed by a defender.

Todd, in turn, shows "tactics" as the black tackle, how to move an attacker into a less position.

Throughout, the emphasis is on ball skills and control. These skills, it is one of the coaching series, are ideal for young people, modern masters of the game, ceasing their quest for improvement.

The big snag is cost. It is about £9 to hire and £1,400 for the series. It is not out of the question for a large school or a large education authority.

Or a local firm of League club might be persuaded to present the films to a school. Video cassettes will be a better resort. I remember the chair of the City of Edinburgh primary school sub-committee urging me to

invest in this purpose: "You do not need to use it. Mr Willis, if you know it was there, hanging on the door."

Half a century or so of working on one's own or on behalf of difficult, and maladjusted people at

ages, there have been perhaps things that I have learnt directly from my own experience. One of them

is that I should not be looking at all by myself in a corner of a room, twiddling my thumbs.

I said, "What are you doing on your own on this lovely day?"

He said that he had failed to carry out the community meeting, and should make some form of reparation. He had wronged, and meeting's patience, after many

persuasion, was exhausted, and he had to stay. (In his free time he had done what was required.)

He knew what mischievous spirit he had, but I said to him: "If you can't do the meeting, why don't you clean up the mess?"

His reply was surprising and I said: "Don't be daft."

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# 19 Legislation is not enough

objection to corporal punishment is not  
is corporal, but that it is  
ment." David Willis looks beyond the  
ventional arguments for the  
abolition of the cane in schools

As I can remember, teachers have  
saying: "Of course no one ever  
corporal punishment these days—  
anyone." They were saying  
I was at school more than 60  
ago, while taking me at regular  
as a specific against bad behav-  
[Anyone who has had to read  
will know how successful that

are saying it still, whether with  
truth I have no means of know-  
"Oh no," they say, "it is kept as a  
last resort". I remember the chair-  
of the City of Edinburgh primary  
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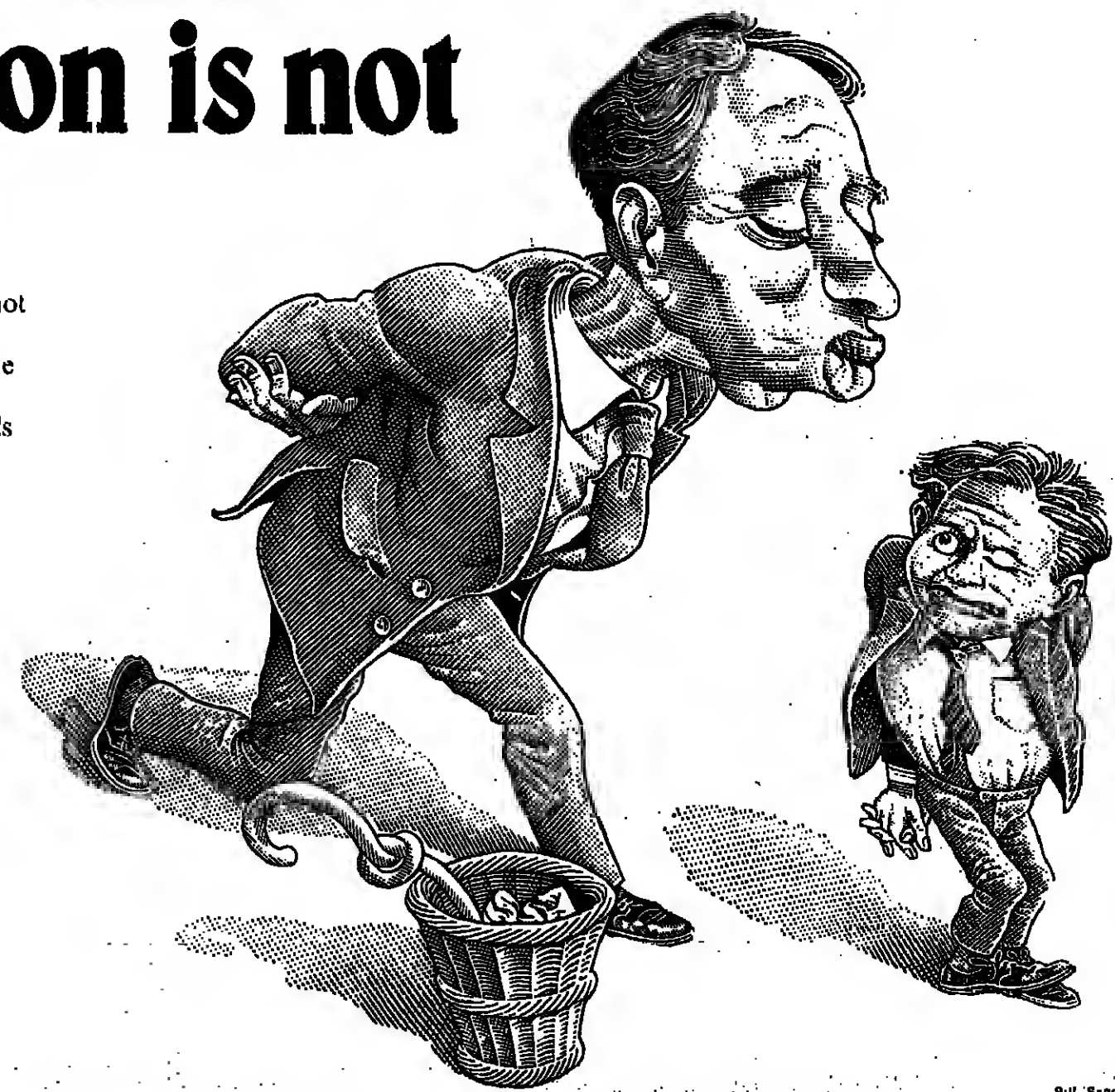
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Bill Sanderson

I should seek for my last resort something that the children feared and loathed above all others, and the penalty I would best want to use would be one that they "preferred". After all, the whole point of punishment is that the subject does not like it.

This is where I part company with STOPP. They want to abolish corporal punishment, and so do I. But my objection to corporal punishment is not that it is corporal, but that it is punishment. When they have learnt to spell STOP properly, without that redundant "P", I will join them.

I have gone through their list of reasons for abolishing corporal punishment, and I cannot see one that does not apply equally to any kind of punishment. Particularly is this the case with the one about corporal punishment preventing the growth of a proper relationship between teacher and child. Even there, however, I think they have got hold (if they will allow me this metaphor) of the wrong end of the stick.

I would have said that where a proper relationship exists, the question of punishment cannot arise, because in such circumstances government tends to be by a kind of consensus, and not by fiat. Whether such a way of doing things is possible in a huge comprehensive school, I am not in a position to know, but if not, then comprehensive schools were a mistake, and we have sacrificed real education—the development of sensitive, caring, socially conscious adults—to the claims of financial expediency and administrative convenience. I doubt whether it is possible in a school where the middle forms contain a high proportion of sullen, reluctant adolescents. Compulsory schooling goes on at least two—I believe three—years too long.

Perhaps the exceptional teacher here and there can achieve something in such circumstances, but many conscientious teachers must feel that their duty is spent in fruitless misery. I think little is gained in these circumstances by forbidding the use of corporal punishment, for I am not one of those starry-eyed

idealists who deny that a desirable immediate and such as order in the classroom can be achieved by the judicious use of punishment. Such people are usually failed disciplinarians.

This brings me to my second quarrel with STOPP. I doubt whether any really worthwhile end is ever achieved by legislation. The abolition of corporal punishment can be brought about only by teachers themselves, persuading and educating their fellows. It can no more be brought about by law than juvenile smoking can be stopped by a school rule.

We all know where they go for a smoke, and while perhaps that is not exactly where illicit beatings will take place, illicit beatings I am sure there would be. For my part I would rather see canings taking place openly, in full view, and duly recorded, than have surreptitious beatings, which are as difficult to prove or to stop as prison beatings or IRA killings.

I have indulged in corporal violence myself, not only in my unregenerate days of long ago, but even since I "saw the light". I remember punching a young man's head in 1937, and I remember three occasions between 1950 and 1961 when I smacked children. I even remember punching a young man's head as recently as 1967, when I was in my sixties and surely old enough to know better.

I am, alas, a man whose gorge easily rises, and on these occasions it had risen to such effect that I was, as the vivid expression has it, beside myself. I was, another man, and not really watching what "myself" was doing. I remember on one occasion saying to a child: "That's done you no good at all, but I feel a great deal better for it". Then, normality restored, when I was my own man again, I felt humiliated and mortified by my own behaviour—and this is the vital thing—

in each case the victim knew it, and I, so I ask myself—and I ask those who favour legislation—which is worse: for a child to be smacked by a caring person who in doing so lets himself down and betrays his own principles, or to be unsmacked by someone who has no such

principles, and, white with fury, is only prevented from smacking or caning by fear of being punished himself?

I ask myself—and them—whether it is not better that one child should be caned than that the whole class should be faced all day by a grim, tight-lipped teacher, desperately burning with resentment and frustration?

There is a profound abjection to corporal punishment that I have never seen mentioned. We have all heard remarkable accounts of muscular Christians who have humbly beaten a boy, and can their story by saying: "And now that boy would go through fire and water for me". I was once such a man myself. Surrounded by a household of rough youths from Poor Law institutions, I decided that life could be tolerable for me only if I had them in complete subjection.

So, being big and having done some boxing, I entered upon a reign of terror. I hated myself for my brutality, and expected to be hated by my victims. Hate me one or two of them certainly did, but the attitude of most of them was quite otherwise, and there were two or three who, in my astonishment, were in the "fire and water" class.

Naturally I enjoyed this unexpected (and, alas, undeserved) admiration or the time, but I have long since realised that I was guilty of a gross betrayal. The things these youths admired in me were projections of their own primitive adolescent masculine yearnings—to be big, powerful, brutal, and domineering. It would have been much more difficult for me, but infinitely better for them, if they had been able to admire in me not a projection of their own adolescence, but an example of the mature virtues of gentleness, patience, humility, compassion.

There is little hope for society—indeed for the human race—until the young have cause to recognise that their elders are the fruits of the spirit above pride and domination. They will never learn that while we are using our superior strength to punish them, corporally or otherwise.

David Willis is the author of *Throw Away Thy Rod and Homer Lene: A Biography*.

## Gymnast Jackie takes a trip

Jackie Bevan, of North Salford High School, one of Britain's best young gymnasts, is now on an unexpected and hurriedly arranged competitive visit to Canada as a consequence of winning the over-14 group in the Speedo championships at Crystal Palace, London.

The trip, certainly, and the victory, possibly, came after the February, Kaituma Williams (Manchester Central High School for Girls), the original choice for Canada, withdrew from the competition with an injured ankle, having attempted only the asymmetric bars.

With Jackie's spot, the leading girls, Denise Jones (Stretford Grammar School, Manchester), performing below her best, Miss Bevan kept the Greater Manchester banner flying at Crystal Palace and was quickly chosen to go to Montreal and several points west.

Even so, her 35.00 points total only just brought her first place ahead of Laura Wynne (Ladywell Club, London), who had 34.90 points. Sarah Pottle (Arrowdale school, Redditch, Worcester) was a full-point back in third place.

There was an even narrower margin between winner and runner-up in the under-14 competition. Sarah Gahane of Worle Comprehensive School, Weston-super-Mare, collected 34.75, a mere 0.05 more than Sally Dewhurst (Ladywell) with another Ladywell girl, Kirsten Harrison, on 34.75.

Sliding tackle: Colin Todd shows how it is done.

## Swordsman Gosbee wins 28

Bill Gosbee, the 17-year-old under-20 British foil champion, won Millfield's Irish All-Ireland trophy, under-20, foil international, for Great Britain at the De Beunton Centre, London, on Sunday. He was the first to win both titles in the same season.

In the final of the Irish trophy he beat Olivier Flischer, of Switzerland, by 5-3. Both finished two clear victories ahead of the field, in which Scotland, through Mark Wright (Meadowbank) took third place on his aggregate ahead of John

Troiano (Bristol), who lost to Gosbee by 5-3.

Tomorrow the under-20 foil champions will meet their opponents in the final of the British foil international, which will be held at 12 noon and the winner will receive a £1,000 prize.

The school's silver champion also at the De Beunton Centre, on Sunday, was the British foil champion, who won the international championship by 5-3.

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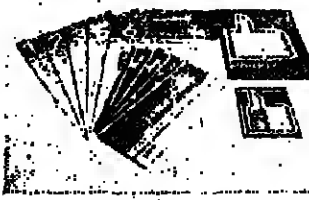




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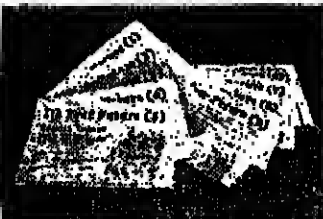
The second edition of this well tested Kit is now published. Designed to help the young unemployed think about their future and to take decisive action, the Jobhunter is a no-nonsense publication. It comes in a 2 colour wallet and consists of six 2 colour A4 magazines:

- \* Why unemployment?
- \* Getting organised
- \* The Youth Opportunities Programme
- \* Further Education
- \* Lively unemployment
- \* Doing your own thing

Prices: single kit, £1.35 + 45p p & p each 2 kits, £1.20 + 24p p & p each 3-10 kits, £1.00 + 24p p & p each 11-20 kits, 95p + 23p p & p each 21-50 kits, 90p + 22p p & p each 51-100 kits, 85p each + actual carriage; over 100 kits, 80p each + actual carriage.

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## Christmas goodies

Christmas is coming—and the publishers have been scratching round the barnyard looking for likely-looking geese in which the faded oppellies of greens and amies. As usual, their offerings range from carefully prepared joie grns to tough and scrappy old birds.

Best first, Paul Theroux's story, A Christmas Card (Hooish Hamilton £3.75) is an ideal one for a family or class to read aloud in short bursts in a week before Christmas. In a quiet way, it is a house, powerful and moving.

A madly searching for their new house just before Christmas are lost in a storm; a strange old man sets them back on the track in a strange way; one of the boys comes to understand the strangeness. This one rises to the Christmas occasion. (John Lawrence's two drawings provide something for younger children to look at, but not much more.)

Sid Chaplin's On Christmas Day in the Morning (Mid Northumberland Arts Group/Cercanus Press £2.00) is another one that could add depth to superficial commercial Christmas for children past the infant stages. It is a varied collection of short stories set around Durham, some full of social-historical detail ranging from a description of killing the pig to moral tear-jerkers, but all suggesting that Christmas is an occasion that brings unusual sensitivities and emotions into people's lives.

The Perfect Gift, by Cornelius Wilkshuis, with pictures by Rita van Bilsen (Macdonald's £2.95), is a more conventional and sugary moral offering for younger children. The little son of Bethlehem sets out after his kingly father with his own gifts for the holy child—his favourite book, a ball, his dog.

## Through a glass darkly?

Jessica Saraga on twentieth century history

World History 2 1900-1975. By H. Brown. Cambridge University Press £2.75. World Powers in the 20th Century. By Harriet Ward. BBC and Heinemann Educational Books £2.80.

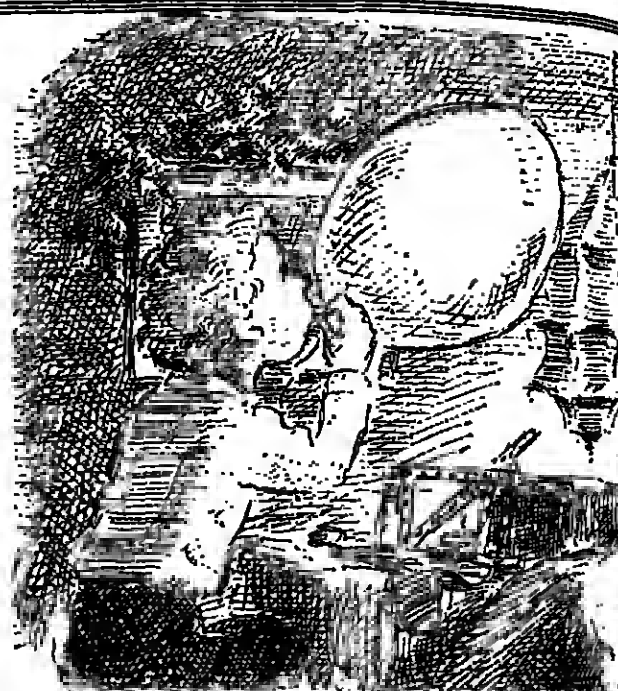
Our World Today—Political. By Martin Book. Schofield and Sims £2.25. Great Britain 1900-1965. By Anthony Wood. Longman £3.50. Europe in the Twentieth Century. By Peter Lane. Batsford £3.95.

Contemporary history has its critics, and there are certainly problems in writing it. There is always so much evidence yet to be revealed or released that you begin at best to see through a glass darkly, and the sudden dramatic turn of events can throw a whole issue into new perspective, as the Camp David agreement has in the Middle East. Perhaps the worst difficulty is complexity: since nuclear weapons and the operation of a world economy have given mankind a common fate never before, history cannot be neatly parcelled up nation by nation—twentieth-century history is world history difficult to organize.

These books on the twentieth-century world history; the other two are more limited in scope. World History 2, a second edition of a book first published in 1970 and now updated to 1975, is a comprehensive, perhaps rather conventional account of events, suitable for 16 to 18 year olds, but what it demonstrates overwhelmingly is how rapidly contemporary history gets out of date. Since it already needs updating again: World Powers in the 20th Century and Our World Today—Political are more convincing justifications for the increasingly popular study of twentieth-century history for public exams.

For young people taking only one dip into history as a formal study, argues Harriet Ward in her Preface, it seems most useful to study twentieth-century

## 26 Books/History



"I would blow up balloons to see how big they would be when they burst, which they did, the under the sun." A Child's Christmas in Wales is a beautiful book, well set out on good paper with nice big illustrations by the author, David Almond. This book is one of many tributes to Thomas to occur in the print, on radio and television, to mark his death 25 years.

inspired but very pleasant illustrations by Lynette Henman. Its great virtue is that it is a beautifully produced book, well set out on good paper with nice big illustrations by the author, David Almond. This book is one of many tributes to Thomas to occur in the print, on radio and television, to mark his death 25 years.

And Raymond Briggs fans will want to know that there is now The Complete Father Christmas (Hooish Hamilton £3.95), with both stories in one volume for the complete library.

Finally, as an exemplar of com-

## Computers with almost everything

by Carolyn O'Grady

Materials designed to encourage the use of computers in chemistry, physics, biology and economics have been produced by the Schools Council as part of their Computers in the Curriculum project.

The packs include computer programmes designed to work on most computers, including microcomputers and teachers' and pupils' machines. They can be used by the teacher or by pupils with previous experience of working in a computer. Materials for subjects, including history and mathematics, will be produced in the second phase of the project.

Mr Bob Lewis, director of the project, said the materials were not designed to teach computing. The project aimed to encourage teachers "to use the computer as a means of learning, not as an end in itself."

However, using computers in the curriculum can be an effective way of introducing computers to pupils especially those not mathematically inclined, who might wrongly suppose that computers were only for mathematicians.

The project team had not produced materials for mathematics in the first phase because they wanted to dispel the myth that maths and computing were synonymous. In the second phase they would be covering subjects rarely associated with computing, such as history.

The materials, said Mr Lewis,

## Visual prompters for a language of looking

by Peter Green

Design Resource Sheets: Farm and Decorative. Creatures, Structures and Sections. £3 for each set. Coloured and arranged by R. N. Billington and J. R. Jeffery. Longman Group Limited, Harlow, Essex.

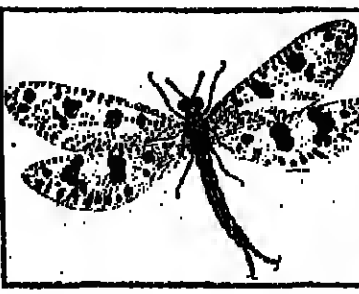
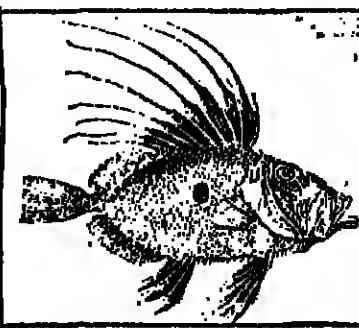
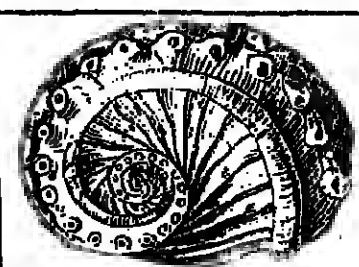
Anything that heightens visual experience is useful in encouraging the development of much-needed design education. Serious art and design education ends far many around the age of 13 and there is little public concern about the visual illiteracy of the average school leaver. A sharper link at natural form is one way of developing the language of looking, and Longman's recent Design Resource Sheets set out to do this.

This package appears well suited to secondary schools. It consists of three folders, each containing 12 individual sheets of enlarged late-nineteenth-century engravings of natural forms, plants and creatures. The source and date of the engravings is not given, but their use is encouraging, and each folder offers suggestions on how they may be used.

The topics covered in the three sets are "Form and Decoration", "Creatures" and "Structures and Sections". These titles are a little misleading in that they imply a broad coverage while in fact no references are made to man-made structures, forms or patterns. This tends to perpetuate the false idea that all creative ideas emanate solely from natural forms.

Reproducing enlarged black and white engravings provides stimulating and exciting pictures but the way that individual sheets are used is important. They are ideal for study and art room display and would provide excellent reference material, bringing shells, plants and birds, skeletons, fishes and butterflies into fresh focus. Unfortunately the folders also include narrow examples of how the source material can lead to the production of craft work, which incidentally has little to do with the process of design.

Genuine design literacy can only develop if we can pursue a process



Engravings from the "Design Resource Sheets".

thinking process of making and designing has been completed, which can produce easy and attractive art but will not necessarily help to educate young people visually. The material is an excellent supplement to other visual experiences, and could be collected and used in any secondary school art room.

In the long term, the resources that secondary art departments require are the staff time and facilities to develop their own teaching style and reference material. Photographic equipment can help young people to become involved in selecting and building up a visual library. The ordered collecting and use of visual reference material is all part of the designer's craft, and should play a significant part in design education.

## On the Nile Questions of colour

Anne Bertoluzzi

Mummies: Death and Ancient Egypt. By James Potter and Carol Anderson. Collins, in association with Museum Publications Ltd. 195532.

The mummy, whether ground to a powder for purposes or revered for its Fifth Dynasty curiously, is a mummy. Death and Life in Ancient Egypt is a fascinating study which will all readers.

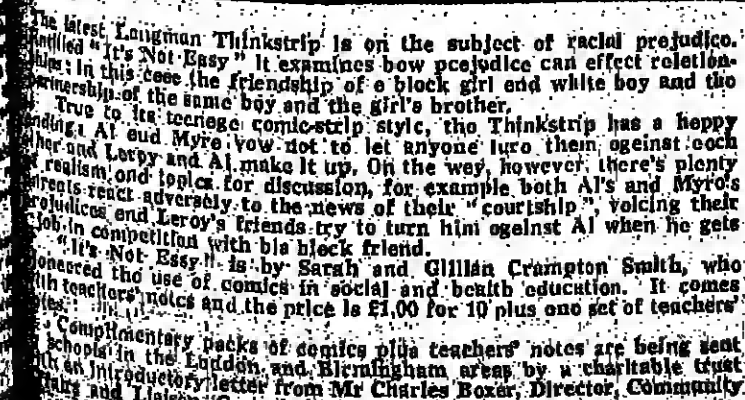
It matters little that it is headed "Ancient Egypt" as it is as informative a way as any of the detailed and accurate details of the mummy. Potter and Anderson have simplified their material into short cuts over ground in the majority of schools in Egyptology.

Old myths, are made any absurdly, mummy is a mummy. Mummy is a mummy. Mummy is a mummy.

Perhaps the most difficult of information is the fact of twenty-first Dynasty mummy. The mummy is a mummy. The mummy is a mummy. The mummy is a mummy.

The most Longman Thinkstrip is on the subject of racial prejudice. It is in this book that the friendship of a black girl and white boy and the true to its teenage comic-strip style, the Thinkstrip has a happy ending. Let us hope that the book is not too long on the subject of racial prejudice.

There is also plenty of information on the subject of racial prejudice. It is in this book that the friendship of a black girl and white boy and the true to its teenage comic-strip style, the Thinkstrip has a happy ending. Let us hope that the book is not too long on the subject of racial prejudice.



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# Teletext and the battle for titles

CHRISTOPHER GRIFFIN-BEALE on televised subtitles

After several years of slow growth in the rival teletext systems, BBC's Ceefax and ITV's Oracle, both systems are now being promoted more vigorously. Prominent among the beneficiaries may be the deaf and hearing-impaired. With the aid of academic research projects, both the BBC and ITV are busy exploring their systems' potential for providing simultaneous subtitles for the hearing-impaired. Indeed it is the function of teletext which primarily interests the Americans and Scandinavians, and it could also be used to translate for linguistic minorities.

Subtitling for the deaf or hearing-impaired has long been established with the weekly *News Review* which has been running every Sunday night on BBC 2 since the channel started in 1964, more recently supplemented by a nightly headline bulletin. An ITN series about the problems of hearing, *I See What You Mean*, was entirely subtitled.

But these titles are transmitted as part of the main TV picture, and they are prepared before transmission. The advantage of teletext is that the subtitles are transmitted simultaneously but need only be seen by those who choose and need to see them. Teletext subtitling also raises the possibility of preparing simultaneous subtitles for live programmes.

Both the BBC and ITV systems use spare lines at the top of each TV picture to transmit a "message" of up to 800 pages of text with simple graphics (in digital form). The message is constantly being transmitted and updated in sequence on each channel. When a

viewer with a teletext attachment, selects a particular page, the decoder waits until that page is next transmitted, then stores and decodes the information and displays it on the screen. Although most pages occupy the full screen, the facility was always provided for inserting news flashes, if the viewer desires, over the normal TV picture. It is this facility which is exploited for subtitling. If the viewer dials the appropriate page, BBC and ITV are exploring alternative ways of displaying such subtitles to achieve optimum legibility within teletext's limitations. Should they transmit them as double-height characters, or simply superimpose them or surround them with a black box or with a box around each word (which would obscure less of the TV picture)? The researchers at Southampton University, associated with the IBA, at the moment favour a compromise in which the picture immediately around the letters is attenuated, so that it looks as though those parts of the picture have been revealed by a gauze. Whichever format is adopted, there are also variations in the specification of domestic teletext receivers.

A more fundamental question, however, is how far should one try to reproduce every word and gesture, at the possible expense of filling the screen with words, or how far should one edit? When a foreign-language film is subtitled viewers can supplement the edited text with information from the foreign soundtrack. The same of voice or the identity of any off-screen speaker, for example, are

not available to the hearing-impaired.

The preparation of subtitles poses even greater problems. Even using electronic caption generator facilities to type straight on to the screen, it can take 20 to 30 times the normal transmission time to prepare titles for a programme.

Both the BBC and the IBA—in cooperation with research teams at respectively Southampton University and Leicester Polytechnic—have solved this problem by adapting the Palantype keyboard, developed for verbatim court reporting, in which a trained operator, pressing keys to represent phonetic sounds, can rise to 200 words a minute. (An electronic version has already been used to give Jack Ashley, MP, an instant display which allows him to participate fully in the Chamber's debates, despite total deafness.)

Linking the Palantype's output to the electronics of the teletext system is comparatively straightforward: the problems lie in translating its phonetic output into intelligible written text. The IBA/Southampton work has achieved an output that is more or less comprehensible—sample: "This type of suit it can be produced in real time using a pen tape machine."

However, much older spellings can result. Those who could once hear can use their knowledge of pronunciation to deduce the meaning—provided the titles aren't changing too fast—but those born deaf lack this ability.

Consequently, Lyndon Thomas and his computer science students at Leicester Polytechnic have

linked the Palantype keyboard to a National Physical Laboratory computer dictionary of around 75,000 entries so that the computer can choose the most likely written interpretation of the phonetic information recorded by the Palantype. Thomas reckons they can now achieve around 95 per cent accuracy and the next stage is to develop a computer program to correct some of the many errors that Palantype operators inevitably make. The result may not be perfect subtitling, particularly for those born deaf. But as David Allen, the BBC producer of *I See What You Mean* comments: "For about one million people who've become deaf after learning to speak and read, this development promises relief beyond the dreams of avarice."

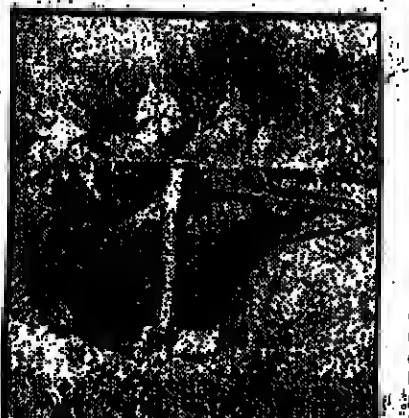
The BBC is now seconding Bill Newwood, founder editor of BBC2's Sunday-night *News Review*, to the Ceefax unit to explore the practical implications of a full service. And the same principles could be adopted to provide simultaneous translation services for linguistic minorities (particularly abroad, although Welsh-language programmes could conceivably be titled for anyone whose Welsh is rusty) and for relaying foreign programmes here. BBC Further Education has already made the first tentative experiments in such relays in the *Tele-Journal* series, returning after Christmas and followed by a German equivalent. And the need for such subtitling will be swelled further by the possibility of direct international broadcasting by satellite, as already proposed for Scandinavia.

## 'Tell us how he died, Sir'

by Gorman Stafford

The First World War 34 frame filmstrip with 30 minute commentary \$8.75 with cassette, \$9.50 with open reel. Audio Learning Ltd, 84 Queensway, London, W2.

This unit could help rectify the impression that the First World War was sent entirely to entertain us. Primary sources concentrating on the personal experience of war have provided an easy entry into the massacre and the grotesque. There may be deeper, more authentic insights we all seek. Perhaps the



student response, "Tell us how he died, Sir", is a reminder that war is not just a series of battles. This tape provides a succinct outline of the course of the First World War and helps to fill a major gap in the existing material. The narrative concentrates on events on the Western Front with brief references to action elsewhere, which it affected the structure and outcome of the war. A page listing with the origins of the war and when available, other tapes cover the aftermath, in particular the effect of Germany's defeat on post-war European politics.

A merit of this commentary is the way in which an essentially factual account opens up the main areas of discussion and interest. Why was war lasted four years? Why did

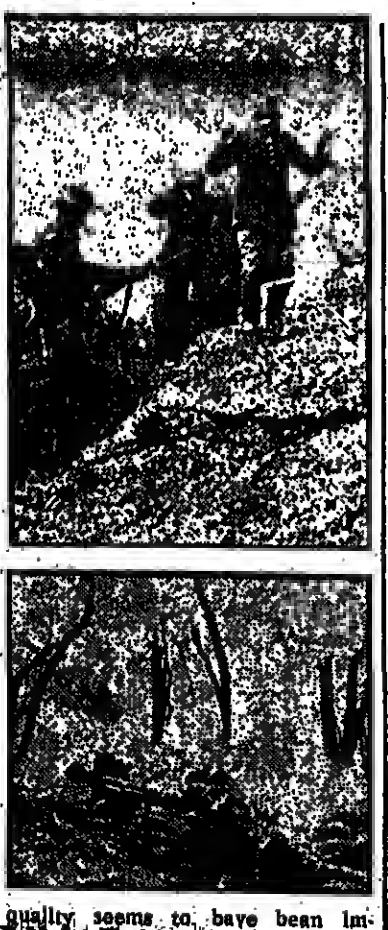
central powers held out for so long and why they eventually collapsed? The theme of total war on civilian populations; the frantic developments in war technology—all these are introduced naturally into the text, and the material is given for students to begin to shape an answer.

Pacts and figures are used effectively, but always in support of a general idea. Drowning in the Plandora mud is comprehensible when the difference between a dry end and a wet precaton can be up to 43 lbs! Britain was in danger of losing the war and the convoy system was necessary when one in every four ships leaving British ports in April 1917 never returned; explain the French mutiny of 1917; the Spanish flu's shallow at \$3,000 a case; there is much to stick in the mind as well as the throat.

Each of the years of the war acquires a significance of its own in this account, and this is crucial for any real understanding of the subject. 1914 is the year of Schlieffen and rudely shattered optimism on all sides; 1915 the year of unsuccessful breakthrough attempts—a German officer's description of the second battle of Loos tells it all; 1916 the year of the Somme and the Somme and the Somme.

1917 is the year of the Passchendaele "whose name symbolises the terrible futility of war"; 1918 the last German onslaught taking the Front once again back to the Marne before the final withdrawal.

Due emphasis is paid to the statesmen and generals who were responsible for the conduct of the war. Hence there are excellent moments of the leading characters: "Von Moltke's nervous handling of the Schlieffen plan," "Old One O'Clock," "Von Kluck at Mons," "Nivelle's 'solution' to the durability of the Hindenburg line," "Haig's personal role in the recent less pressure of the second half of 1917, the divisions between easterners and westerners over the Gallipoli campaign. People are made to be responsible for events. Some of the frames will be familiar, although their visual



quality seems to have been lost. The Dardanelles, although the inclusion of further maps might have helped to weld the narrative more fully with the slides. This is the most serious weakness in this unit—the pictures do not always speak to the events being described, but the result that the commentary provides the stronger teaching force. In any case almost a minute is rather too long an exposure for most of these frames.

Audio Learning, having established a substantial reputation in the field of modern history, have now produced a series of tape/slides in the field of modern history. There are at present 10 units covering subjects from the French Revolution to the 14-18 war group.

## Numbers on board

by Keith Stapylton

All of See  
ESA Creative Learning Ltd, Plincolles, Harlow. £1.95 plus VAT. Cassell's Simple Maths Packs (1) by G. G. Harrett, R. Illolls and C. K. Gillett.  
Cassell & Co. Ltd, 35 Red Lion Square, London WC1R 4EG. £3.50 net.

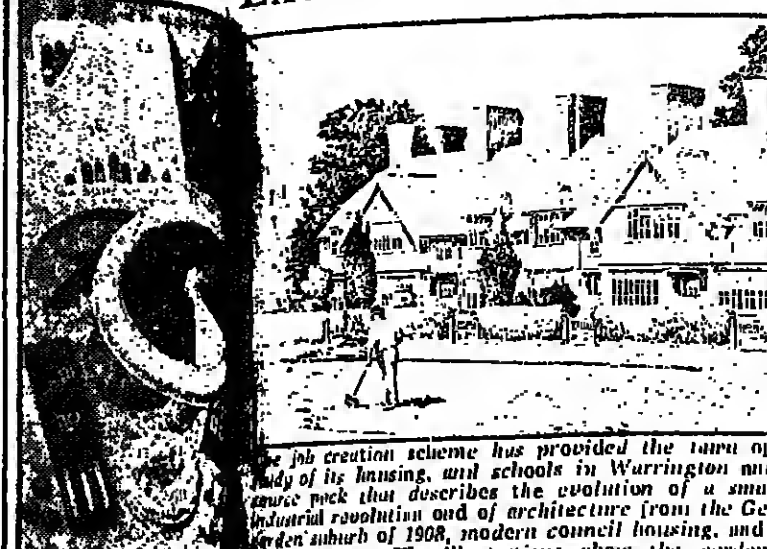
All of See is a simple board game designed to introduce addition, subtraction, multiplication and division. From two to four players may participate. There are two sets, red and green counters, and a laminated board, with the numbers 1 to 12 (some duplicated) on one side, with simple but lively illustrations. On the reverse is a similar set, which provides some of the numbers up to 36.

A player throws the dice and then chooses whether to add, subtract, divide or multiply them, putting a counter on an available number that provides a solution. The other players are likely to provide adequate policing. The game will probably be useful as a reinforcement rather than an introduction to the four rules of number operations.

The Cassell maths pack is likely to be useful through the whole of primary school. The authors have aimed to minimise reading demands on the 28 cards, and the necessary equipment would be found in any mathematics area or room. The suggested activities are based on everyday situations: shopping, map, cones, graphs, sharing, miles, measuring and so on.

A typical card shows the distance various golf clubs could propel a golf ball. Children are asked to work out which club to use singly or in combination, to reach holes of different length—including some with hazards. Children seem to enjoy using the cards. They do not provide a comprehensive mathematics programme, but are a useful and attractively produced set, offering the teacher a chance to extend children's mathematical language, logic and calculation.

## Games of chance Life in alley and court



E. J. Arnold has produced a primary school publication to introduce the study of history through the use of a board game, playing cards and a distribution game. It is called *Life in Alley and Court*. E. J. Arnold & Co. Ltd, 101 Strand, London WC2R 0LJ.

## Technician education

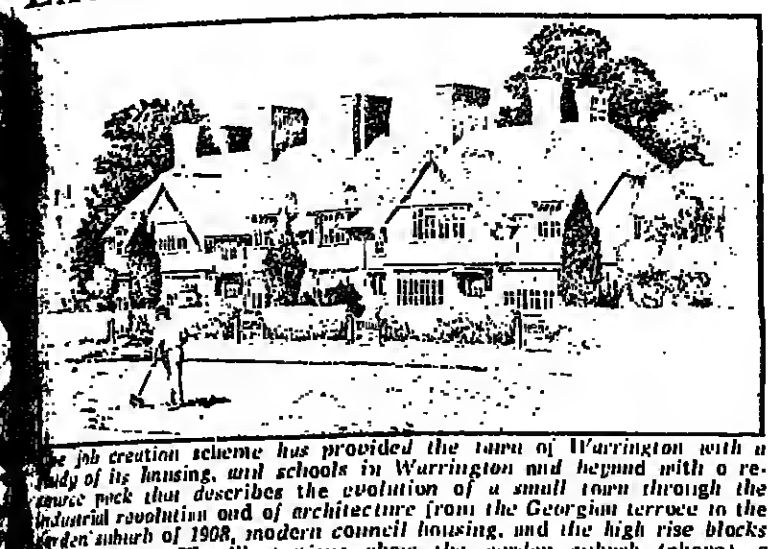
New leaflets from the Education Council will come a Technician Education Council. The leaflets will provide information on the civil engineering, mechanical and electronic engineering. The leaflets will also provide information on the Technician Education Council. The leaflets will also provide information on the Technician Education Council.



Part of a page on the calendar.

The Calendar for Schools will do all that more expensive calendars will do while being very cheap. It takes paper sizes up to 10 1/2 inches and can be converted to auto or manual. It has a set of 20 or 30 copies are more than enough for a school. The Calendar for Schools is available to schools in quantities of three or more for 20p a set direct from Dept. GWS, Colman Road, Carrow Works, Norwich, NR1 2DD.

## At home with Romans, sea dogs and ravens



The six titles in the set of duplicating master sheets that make up the *History Resource Library* are: "Prehistoric Britain", "Roman Britain", "The Normans", "Homes in Britain", "Sea Transport" and "Elizabethan Britain". Each has 12 double-illustration pages. Experience indicates up to about 150 copies could be produced from each master, not necessarily in one run.

The copies could be used in children's notebooks or topic folders, or the authors suggest teachers could cut up the pages to suit their own requirements, or use the illustrations in fires, or as stimuli for creative writing.

These suggestions depend on the quality of the illustrations and some in this set are over fussy and unattractive if they are not colored in. The sets illustrating Roman and Elizabethan Britain fall into this category. On the other hand, the "Sea Transport" and "Homes in Britain" packs are much simpler, and therefore more attractive.

Each pack covers a wide field. "Homes in Britain" looks at the Old Stone Age, a Saxon village and hall, a medieval manor, and so on up to a modern bungalow, council housing estate and tower block. "Roman Britain" has a map, ships, soldiers, daily life, and other topics.



## Screen tests for slow learners

The Independent Broadcasting Authority has published a report on the responses of slow learners to the educational television *Television and Slow Learning: Children's* series. The report, written by Pat Porter with an IBA research team, is described as a follow-up to a study of the uses of television in schools for the handicapped.

Porter's study summarises some previous research findings before setting out to try to discover whether styles of presentation affect the most effective. The study's main findings are that the optimum presentation styles for the slow learner are about 20 minutes, with a concentration on the story line and that 20 minutes is about maximum.

Porter suggests that existing series could be modified to be more effective for slow learners. The report is available from 20 Brunton Road, London NW1 1RT.

Local have introduced a small spirit tributed free of charge to the school. It will do all that more expensive calendars will do while being very cheap. It takes paper sizes up to 10 1/2 inches and can be converted to auto or manual. It has a set of 20 or 30 copies are more than enough for a school. The Calendar for Schools is available to schools in quantities of three or more for 20p a set direct from Dept. GWS, Colman Road, Carrow Works, Norwich, NR1 2DD.

## At home with Romans, sea dogs and ravens

by Keith Stapylton

History Resource Library 1-6  
By John Platts and Arthur Razell  
Museum Education, Harlow, Essex, Essex, Essex. £2.95 each.  
Tower of London Workbooks  
By Carol Adams  
Department of the Environment, 2 Marsham Street, London SW1. £2.50.

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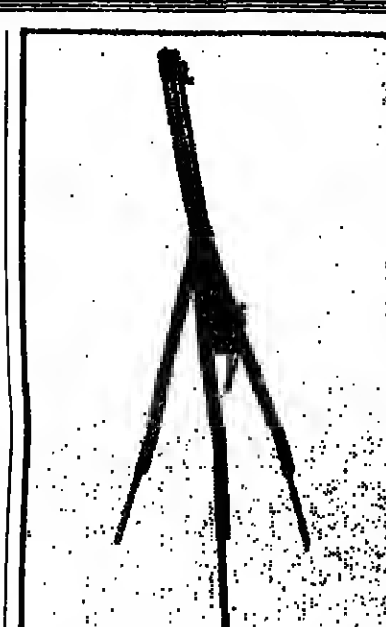
Teachers' and children's use of the *History Resource Library* will depend on the emphasis placed on illustrations provided rather than discovered or produced independently. Used wisely the illustrations open many avenues of research but they cannot be seen as a short cut to history. They will probably be most useful to brighter children, juniors, or in the early years of the secondary school.

Aimed at the same age group is a set of 40 workbooks on the Tower of London. These are grouped in five grades with a full colour illustration and brief explanatory text on the front and back or questions on the reverse side. Answers, and references to other published materials, are provided separately.

The cards are comprehensive and attractively presented. Subjects covered include parts of the Tower, weapons, armour and jewels as well as historic and current personalities. A typical card, of medium difficulty, shows the common room, explaining where and when common appeared on the scene. The children are asked to list the weapons visible, describe a battle which would have used common, to explain and illustrate loading and movement of cannons, and to comment on the need for the well, also visible in the illustration, in the Tower.

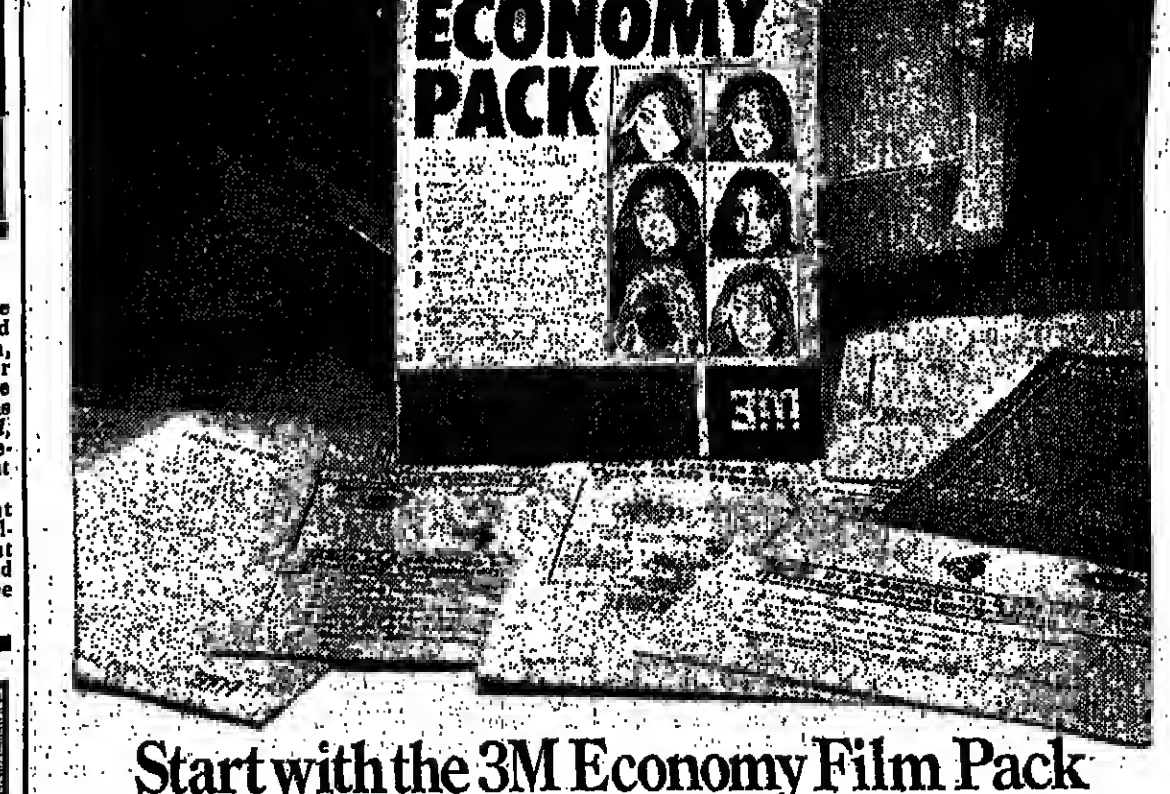
As with much material produced by the London museums, the illustrations, text and layout are of excellent quality, and the cards very good value for money. They will be of most use to those considering a visit to the Tower, but would certainly interest those living further afield.

Each pack covers a wide field. "Homes in Britain" looks at the Old Stone Age, a Saxon village and hall, a medieval manor, and so on up to a modern bungalow, council housing estate and tower block. "Roman Britain" has a map, ships, soldiers, daily life, and other topics.



Winsor and Newton have introduced a new folding easel made from beech, with brass fittings and sturdy telescopic legs. It folds down to be 2ft 9in long by 5in wide and so can be easily moved. The easel costs £11.99. Winsor and Newton Ltd, Watlington, Oxford, OX1 2SR.

Craft ideas continue to emanate from Copydex Ltd, glenmakers. The latest classroom worksheet deals with heraldry and gives instructions for making a knight in armour, and his horse, from cardboard and glue, as well as a paper sculpture crest and a fabric collage heraldic banner. The firm will supply six copies of the worksheet and a set of teacher's notes for 14p. Details of all Copydex worksheets from Copydex Ltd, 1 Torquay Street, Harrow Road, London W2 5EL.



## Start with the 3M Economy Film Pack and give your teaching a professional finish

Here's a new way to try out a variety of overhead projection films without laying out too much cash. You get eight sheets of the most popular types of film in one package. If you want to experiment with the range of films, the pack allows you to discover your preferences before you commit yourself to regular 100 sheet boxes. Or if you are making a one-off presentation and don't want to over-invest in film, the pack allows you to do it. To find out more about the 3M Economy Film Pack send the coupon now or...

## Call the communicators

For more information on the 3M Economy Film Pack, call 0223 4481 or 0207 64076. For more information on the 3M Economy Film Pack, call 0223 4481 or 0207 64076. For more information on the 3M Economy Film Pack, call 0223 4481 or 0207 64076.









# PRIMARY

**HAMPSHIRE**  
Hampshire County Primary School, 100, High Street, Southampton, SO9 1AA. Applications for the post of Head Teacher, to be filled by 1.12.78. Closing date for applications: 4th December, 1978.

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## METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT  
BAMFORD COUNTY PRIMARY SCHOOL

### HEAD TEACHER

Group 8

Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which currently has 334 pupils on roll between the ages of 4 and 10 years.

BELFIELD COUNTY PRIMARY (COMMUNITY) SCHOOL

### HEAD TEACHER

Group 5 (Plus S.P.S.)

required for the above-mentioned school with 234 currently on roll between the ages of 4 and 10 years. The school also provides a range of services to the local community, for the organisation of which the Head Teacher is responsible and is paid an additional allowance. Applications are invited from suitably qualified and experienced teachers with an appropriate range of experience.

For both posts, application forms and further details are available on receipt of a footslop stamped addressed envelope, from the Chief Education Officer, Education Department, Municipal Buildings, Middleton, Manchester M24 4EA, to whom they should be returned on completion. CLOSING DATE: 30th November, 1978.

## Cheshire

EDUCATION COMMITTEE

WYONES FAIRFIELD COUNTY HIGH SCHOOL

Roll 1,165

(Group XI)

## Head Teacher

Applications invited from suitably qualified and experienced teachers for the post of Head Teacher of this 11-18 years Comprehensive School, which was reorganised in 1974. The post will fall vacant in August 1979 on the retirement of the present Head.

Removal expenses and lodging allowance payable in accordance with the Authority's scheme.

Application forms and further particulars obtainable from the District Education Officer, Helton District Education Department, Grosvenor House, Shopping City, Runcorn, and should be returned by 8 December, 1978.

## St. Margaret's R.C. Primary School

Aberdare, Mid Glamorgan

Applications are invited from qualified and experienced teachers for the post of

## HEADTEACHER

of this Group 3 Primary School.

Application forms to be returned by Friday, December 1, 1978, are obtainable on receipt of a stamped addressed footslop envelope from the District Education Officer, District Education Office, Old Boys' Grammar School, Hirwaun Road, Aberdare.

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Department, Municipal Building  
 M24 4EA, to whom the  
 application,  
 1978.

**MAK**  
MILTON KEYNES DIVISION  
RUGBY AND WAREHOUSES



## SECONDARY Art and Design continued

**BUTLIN**  
London Borough of  
The Sutton School,  
11-13, The  
Hill, Sutton, Surrey  
Middlesex. A teacher  
for the January 1979  
to teach Art and Design  
in the school. The school  
is a day school for boys  
and girls aged 11-13.  
Applying to the Headmaster.  
Apply: Headmaster.

## Classics

### Scale 1 Posts

**WILTON**  
The Wilton School,  
11-13, The Hill, Sutton,  
Surrey. A teacher for the  
January 1979 to teach  
Classics in the school.  
The school is a day school  
for boys and girls aged  
11-13. Applying to the  
Headmaster. Apply: Headmaster.

## Commercial Subjects

### Other Posts on Scale 2 and above

**REDBRIDGE**  
London Borough of  
Woodhouse Junior School,  
11-13, The Hill, Sutton,  
Surrey. A teacher for the  
January 1979 to teach  
Commercial Subjects in the  
school. The school is a day  
school for boys and girls  
aged 11-13. Applying to the  
Headmaster. Apply: Headmaster.

### Scale 1 Posts

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## EDUCATION DEPARTMENT

### INNER CITY PARTNERSHIP PROGRAMME NEW PROJECTS

New initiatives are now being taken to improve educational and community facilities in the inner city, which will create the following pioneering posts. It is hoped that persons appointed will be able to take up their duties as from 1st April, 1979.

(a) **HEAD TEACHER (Group 5)** (£8,252 to £8,839 p.a.) of the new **EDUCATIONAL GUIDANCE CENTRE**, to be established for pupils (9 to 13 years) whose behaviour is causing difficulties in normal schools. Two **SCALE 3** posts also available for this Centre.

(b) **FIVE SCALE 3 POSTS: TEACHERS IN CHARGE OF WITHDRAWAL UNITS** catering for children with behavioural and other problems within the School setting, at five secondary schools and one primary school in the City (Scale 2).

(c) **SEVEN SCALE 3 POSTS: OUTREACH WORKERS** at five secondary schools in the City, developing mutually supportive links and group activities with local communities and parents.

(d) **SCALE 2/3 POSTS: HOME SCHOOL LIAISON AND COMMUNITY WORKERS** for various primary school community education projects, to improve links between the school and the local community, and to set up mini-community centres on school premises.

Candidates wishing to apply for any of the above posts are invited to contact the Chief Education Officer, Staffing Branch (Room B18), Education Department, Margaret Street, Birmingham B3 3BU, for further details and application forms, enclosing a stamped addressed envelope and stating clearly the post or posts in which they are interested.

Completed forms should be returned to the same address no later than 20th DECEMBER, 1978.

There is a scheme for assistance with removal expenses.

**BIRMINGHAM  
CITY COUNCIL**

## LEICESTERSHIRE

**MARSHFIELD SCHOOL**  
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# EXTRA

## Modern language teaching



## GETTING THEM TALKING

Sue Bennett and Hilary Stanyer on promoting spoken French in the first three years of secondary school

Teachers should be concerned about the poor standard of spoken French in our secondary schools. Many pupils leaving school with an O level or CSE in French are incapable of communicating with a French person. Adult institute classes are full of people planning to spend holidays abroad who feel that they have failed at French in school, or that teachers have failed to equip them with the necessary oral skills. Our image abroad is of a mediocre school leaver who does not want to be misunderstood in any language other than English.

If language teachers agree with us that their main objective should be to promote oral skills, then we must assume full responsibility for the state of affairs, and admit our failure. We should like to assume some of the reasons for this failure and, more practically, to put forward some ideas for improving matters.

Far too much emphasis is still placed on written work. Writing is considered to be a sign of industry and teachers whose classes are seen to be busy writing quietly are pleased upon passing heads and shoulders. It is far easier to contain classes by banding out worksheets.

We feel more time must be devoted to oral/oral practice, and not only reinforce for homework what has been thoroughly practised in class. The introduction of long as possible oral/oral acquisition becomes distorted. There are still teachers who introduce new vocabulary and spelling at the end of each lesson. This is short of taking this away from the long term. The old-fashioned grammar method of teaching French has been abandoned by most teachers. But, unfortunately, it is still a few who

think that simply telling pupils what words mean in English, instead of demonstrating their meaning, will magically impart instant fluency. There is no short cut to oral fluency except, perhaps, total immersion in the country itself, or on intensive oral courses. Grammar has its part to play, but only at appropriate points where clarification is needed.

**Imitated Converses**  
Although most courses used in secondary schools today are audio-visual and certainly lay emphasis on visual and aural presentation of language points, we know of no course which actively provides for oral production. It is up to the individual teacher to promote this particular skill. Some courses lend themselves more readily than others to interesting oral work.

One of the disadvantages of traditional audio-visual courses is that they place too much emphasis on cumulative structure at the expense of providing language of practical value. The content is often contrived to introduce specific linguistic points, and as a result is artificial and boring. On the other hand, with situational courses which place far more emphasis on practical vocabulary, children can see the relevance of what they are being taught to say. Careful thought about oral fluency, even given to the gradual build-up of structures but in the context of situations that our pupils are likely to encounter in France.

Boring drills about pens on desks and pencils on chairs are not likely to inspire much enthusiasm for speaking French—not much natural conversation seems to occur about pens on desks when in Bourlogne for the day!

**Practical Remedies**  
Presentation of language material. The traditional method of getting pupils to practice speaking French is to conduct question and answer drills from the front of the class. This type of exercise demands a high degree of control and personality on the part of the

teacher. It is necessary to retain the complete attention of the class. Only one child can speak at a time. While the rest listen; thus each child can only say one or two sentences per session at the most. Children rapidly become frustrated, or disruptive, or merely "switch off" when not being called upon to answer. Subversive elements in the class are tempted to get into mischief because they are not being given enough to do.

Although this method forms an essential starting point when presenting new material, problems arise if the teacher relies upon it as the sole means of teaching oral production. It is essentially a method for the establishment of aural comprehension and not oral fluency. For the pupils it is more a passive than an active exercise, as they spend most of the time simply listening.

The interest of the pupils is more readily sustained if the teacher can provide visually effective focal points in the form of props, slides, posters, flashboards or OHP transparencies. Even so, some other method is necessary to provide the children with more time to practise speaking French. The obvious alternative is group or paired oral work.

Paired work—talk cards: Once teacher feels that the children can recognise new language items aurally and are beginning to say them reasonably well, then this is the time to move on to paired oral work. The children are ready for a change of activity and a chance to practise getting their tongues around the words.

We have developed special "Talk Cards" for this purpose. There are small cards which are designed to practise one specific linguistic item, translated visually on to card and talked through as a conversation. More demanding talk cards which combine more than one structure are introduced later on and revision cards containing examples of a whole unit's work could also be used for testing purposes.

The talk cards have proved to be

continued overleaf

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THE TIMES Educational Supplement

"Real books" for reading continued from page 45



"Klaus" by Maurice Sendak (Mint Bilibliothek).

Some of the foreign ones are already available in English. One of the most desirable German books is *Mein erster Brockhaus*, a superb children's dictionary which every school, where German is seriously taught, should have in the library. Strangely, the definite article is not given under the illustrations, but this is done in the index which may be a useful key for English children to "get" the genders.

The *Douze* books from the Carlsen-Verlag are simple both in text and pictures. They are meant as an introduction to reading for small German children; if teachers find them childish they need not worry, the children will love them, and what will please them is their ability to muster and actually finish a German book almost without help. Each one costs £1.20 (seemingly expensive) but they are solidly made, and should last.

Among other simple texts is a charming introduction to the poetic expressions used on various social occasions. "Was sagst du denn?" or £1.20 contains "Aufregende Begegnungen mit überausreifeleuten Antworten" as, for example, when you step backwards into a crocodile. "Was sagst du denn?" Obviously "Entschuldigung!"

The *Mini Bilibliothek* contains four little books in one little pack (7cm by 10cm) all illustrated by Sendak, one is an alphabet book, another has numbers one to ten and back again, and the other two are little moral tales. (This little pack can also be obtained in French—in either language it costs £2.45).

Another story illustrated by Sendak is by Holmström Minarik, "Ein Kuss für den kleinen Bären" (Sauerländer Verlag). The kiss was passed from the bear's grandmother to another animal then on but it nearly got stuck because two "Stinktiere" so enjoyed exchanging it. In the end they got married and all the animals came to the wedding.

From the Gertraud Middelburg Verlag comes a number of the most attractive *Flack* books describing the developing friendship between a *Flack* and a *Flack* who later becomes a frog.

Finally, a very beautiful beautifully illustrated book is *Die kleine Aneke* by Astrid Lindgren, published by Oetinger which tells a human and moral tale about a year-old who won't wear his pants.

As with the French books, there are dozens of other titles which which some teachers may find useful if they can get to 229 High Street, to browse, in London. To order, their journey will be worth it. If not, send for the catalogue. Teachers of French and German can only be grateful that these books are so easily available in Britain.



"Lott o zieht um" by Astrid Lindgren. (Oetinger).

## JUST THE JOB

A look at modern language teaching in further education by Wendy Scott

Few language teachers have such precisely defined aims as those teaching on vocational courses in further education. They need to focus on the vocabulary and structures which will be of immediate relevance to the student who finds employment using foreign languages.

A variety of methods can produce good results, but it is the subject content of discussion in the target language, oral comprehension tests, translations and essays written in the language, which is of prime importance and which distinguishes the commercial course from non-vocational language courses in the tertiary sector.

Unfortunately, recent discussions about N and V levels and the new BEC courses suggest not only the imminent lowering of standards in national examinations, but even that students who achieve a good O and A level pass will have to make way in the future for a new generation of obnoxious students.

British firms will not be able to recruit export managers with the fluency in foreign languages of their European counterparts and it is generally appreciated that successful results in further education can be achieved only with students who have already attained at least a good O level pass, ideally a good A level, or institute of Linguists Grade II pass.

No one method of teaching languages is exclusively successful. Modern languages, like reading and maths, are learnt in different ways by different people and perhaps the worst mistake a language teacher can make is not to vary his approach as far as possible. Variety is the key word; monotony the greatest sin.

However, one truth is self-evident—the more the instructor speaks in the target language in the classroom, the sooner he will start to copiate the fact that the student has been totally immersed since birth in his mother-tongue, a factor which will be the greatest barrier to his acquiring a second, third or fourth language.

Students should be hearing the foreign language as often as possible. Shorter teaching periods daily are infinitely preferable to longer ones with larger intervals between.

The impact must be made on the first meeting between the teacher and his group: "Ich bin Perle Franzose" "Man spricht deutsch". Through whatever means of communication, the student must come to see his idea in the target language. As the weeks go by, the day-to-day pleasantness, the excuses for absence, the requests to open a window, the desire to be taught, the teacher can feel that these phrases

among the most useful when journeying abroad—are well and truly drummed in. In time, the idea of speaking English during a foreign holiday can become remote to the student that even essential information, such as enrolment numbers or exam fees, will be, if helpfully, discussed in the foreign language.

In cases where students, among them the more convergent thinkers, prefer a grammatical explanation of a point, and most of today's youngsters will not be in this position since they will not have been trained in English grammar, then the explanation is probably to be in their mother-tongue. This may be kept separate from the main body of the class.

If it is a useful addition to hearing the teacher's voice for students to listen to recordings in the language laboratory, it is equally useful to have a good audio cassette of the language where it is felt that so much money has been spent on the laboratory that teachers are required to use it whether the material they are teaching will lend itself to this method or not.

I agree with Anthony Earl (TES, April 14) that the laboratory should be seen as a tool, not as an end in itself. However, frequent exposure to foreign news broadcasts can be particularly useful to post-A level students, since this improves their awareness of topical events as well as putting them in a position where they rival the foreign national in the field of aural comprehension.

The student improves with practice. He needs to be set a task. A questionnaire in English on the content of the recording he is about to hear is particularly useful, as it requires instantaneous translating ability as well as testing his ability to comprehend.

Passages for translation in this context need to be in a contemporary style and to treat topical subject matter about the countries whose language is under study. This literary prose has no place on a commercial course, but there is a good deal of sense in the use of the *thème d'imitation*, where the student reproduces a style, structure and an area of vocabulary already encountered in the foreign language.

Further education lecturers who have not already done so could try using the free explanatory brochures issued by foreign banks. Note banking vocabulary like "cash", "savings account", "cheque" and "debit". This phraseology can be encountered by the student in the foreign language before he is required to translate into the language an equivalent brochure in English, such as that issued by the National Westminster Bank on the

inauguration of their services. Some of the leaflets provide the embossing, where the name of the bank is available in both foreign languages and English, also lend themselves to the use of work.

Subsidiary texts for translation in English, such as articles of an economic or political nature, are found, of course, mainly in the class periodicals. A commercial paper or magazine article on a current event will help the student to identify suitable material for some of the more advanced vocabulary.

Personal enough these was the provision of a third-year German class for half of its normal teaching time. German is taught at Frome College from the first year, the pupils were both in their third year of learning German. It was estimated by the staff that the class contained children whose ability fell within the top 60 per cent of the full range.

In addition the school put at our disposal two adjoining classrooms for the period of the course, supplied with the Nuffield German materials, catered for meals and welcomed us into the staff room during breaks and lunch hours. (Although the Nuffield/Schools Council materials were used, the course was intended to have general applicability.)

The assistance of the Closed-Circuit Television Consortium, which had been set up by the Nuffield German materials, was intended to have general applicability.)

Where languages are a component of a further education course, it is possible to concentrate on the use of vocabulary, indeed the use of which is directly relevant to the main subjects of the course. More specialised vocabulary is acquired by a student in the context of giving him a sound grounding in the language, and that area of the language that is not likely to gain entry to the successful completion of a degree course, can quite easily be performed the task required.

For example, an effort with interglobal correspondence with telephone calls, letters or telex, such a person is often trained and prepared for a more than a conventional degree course.

Dr. Wendy Scott is Lecturer in French at Kingston College, and until recently, Lecturer in Languages at Cranley College, Technology.

## PERFORMANCE IN CLASS

Gillian Donmall on a school-based in-service course for heads of German departments

The 1977 report of HM Inspectorate on the teaching of modern languages in 83 comprehensive schools served to underline the fact that much improvement is needed in the teaching of modern languages in our schools.

In recent years, excessive demands have been made on teachers of modern languages to function effectively in many new fields and in new ways, and these demands have rarely been accompanied by training schemes. Clearly, the situation calls for widespread provision of in-service training courses, and with a colleague, Antony Peck, director of the Language Materials Development Unit at York University, I decided to make a contribution in this field.

New ways of teaching the foreign language as a living language, and many examining boards lay emphasis on the skills of oral communication and the "receptive" skills of listening and reading with comprehension as well as writing. To teach all the skills involved in total language competence makes for more wide-ranging and exacting demands of the modern language teacher than ever before, even when teaching the most able pupils. Our objective for this first course was to promote good practice in teaching a language to those who are not hampered by special difficulties in language learning. Our specific aims were to promote teaching (and learning) in the three crucial aspects of methodology: (a) presentation; (b) exploitation; and (c) manipulation or transfer.

We invited heads of departments of German from schools in the North East to attend the course on the assumption that benefits which might accrue could readily be disseminated by them to all the staff within their own department. Invitations were sent out on the recommendation of three local modern language advisers, whose help and cooperation were most valuable.

The headmaster and head of languages at Frome College, Moor Cambridgeshire School in Durham expressed their willingness to supply us with all our requirements for the course.

Personal enough these was the provision of a third-year German class for half of its normal teaching time. German is taught at Frome College from the first year, the pupils were both in their third year of learning German. It was estimated by the staff that the class contained children whose ability fell within the top 60 per cent of the full range.

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which was essential to the success of the course.

The Education Secretary, in reaffirming her commitment to maintain the important place of modern languages in the curriculum of all secondary schools (Green Paper on Education, HMSO 1977), has indicated the part to be played by training courses based on and carried out within the schools. These may take a variety of forms, but according to our interpretation, a major area of benefit would lie in the close combination of practice with theory, and in the full participation of those attending the course in the teaching process.

As a result, the former of the course was divided equally between periods of preparation, discussion and post-mortem evaluation on the one hand, and actual teaching on the other. Every participant, including the course tutors, taught the class or least once. During these periods the lesson was relayed to observers in the next room, who only used the teaching/learning process according to previously established patterns of observation. In the subsequent discussion sessions, the person who had been teaching was able to view specific sections of his/her lesson as these were viewed again, perhaps several times, for the purposes of analysis.

Detailed questionnaires were sent out to participants following the course in which questions were asked in the three broad fields of (1) self-awareness, (2) performance objectives, (3) teaching techniques, and all aimed at assessing benefit with regard to the specific aims which we had first set ourselves.

In the field of self-awareness the majority of teachers indicated that they had derived particular benefit in improved ability to analyse each facet of the teaching/learning process as a result of the precise observation processes followed on the course, that they had acquired greater perception in their observation of the teaching of others which should improve productive analysis of lessons taught by staff in their departments and that they were considerably better able to assess their own performance in the class.

All the teachers indicated that they had acquired increased awareness in the importance of their own role in ensuring that learning takes place, an awareness of weaknesses in their teaching which they have been able to try to eliminate (several gave specific examples of these), and that they have been able to enrich their teaching through the incorporation of successful teaching techniques which they had observed during the course. Their confidence was also increased through having some positive aspects of their teaching confirmed.

In the field of performance objectives and teaching techniques a wide range of highly specific questions were asked (for example, whether the teachers were more aware of the necessity to establish pupil comprehension of new language before proceeding to other techniques of doing so, the necessity to check that it has taken place and means of checking, adequately)

which it would not be appropriate to list here. In general, however, the teachers indicated that they now have greater awareness of the stages involved in the process leading to mastery of new language and of correct sequences of progression which ensure that learning does take place, which has led to improved classroom performance on their part.

Two notable areas of improvement indicated by the majority were in the need to increase pupil participation in the learning process, especially in oral communication, and in the need to increase the use of German in the class by elimination of unnecessary use of English. This serves to underline how easy it is even for the experienced teacher to slip out of habits essential to good classroom practice.

Feedback indicates, then, that benefits which teachers feel they have received lie primarily in the area of skill adjustment, i.e. the refinement or alteration of inadequately acquired skills and also in the area of skill enlargement or the acquisition of new skills. Through observation of themselves, and of others, in the teaching process, according to specific observation patterns, combined with immediate detailed analysis, they have indicated that they are able to operate more effectively (the specific areas of improvement vary according to the individual), and that they are better equipped to assist staff in their departments when observing their lessons.

The participants felt the course, which lasted for three days and involved preparation prior to the course as well as long hours, would have been improved by an extension of time to about a week. A vital contributing factor to the high level of effectiveness was the relatively low staff/participant ratio, which should therefore be retained in future work of this kind.

Feelings of stress which arose at the prospect of being closely observed when teaching were tempered by the fact that everyone, including tutors, was involved. Also the relatively small number of people helped to facilitate ease of relations between members of the group and to foster the attitude: "We are all in it together". One participant indicated that this situation had been of direct benefit to him in putting him on his mettle, and thereby making him evaluate carefully everything he intended to do right at the start.

The response from participants, both immediately and some time after the end of the course indicates that it was a valuable exercise, that we had some very valuable achievements, and that they have been able to enrich their teaching through the incorporation of successful teaching techniques which they had observed during the course. Their confidence was also increased through having some positive aspects of their teaching confirmed.

Gillian Donmall is Lecturer in Education, University of Durham.

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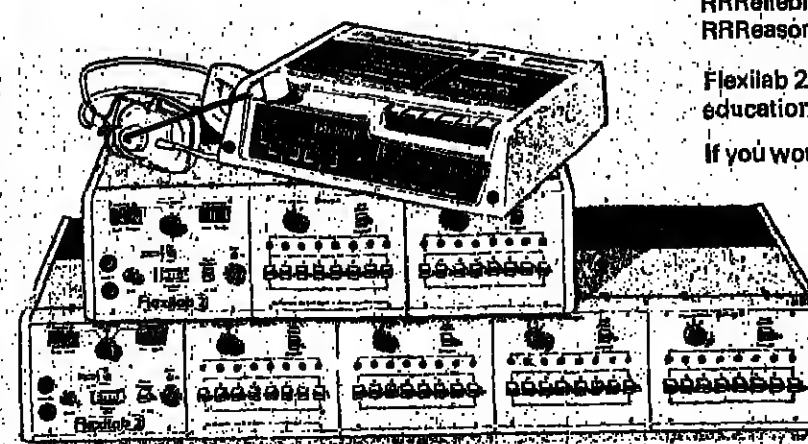
## Flexilab 2

With your advice our new language laboratory is designed to improve everyone's pronunciation. So repeat after us:

RRRugged in construction  
RRRliable in use  
RRReasonable in cost

Flexilab 2 - sound sense for education in any language.

If you would like to learn more, write today to:



ESL Electronics Ltd.,  
Millbrook Road,  
Yate, Bristol, BS17 5PD  
tel: 0454 316774

A member of the ESL Bristol Group of Companies.









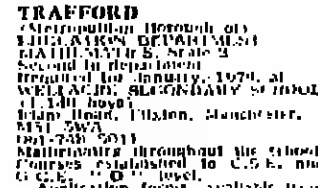












**WALSLEY.**  
 Metropolitan Borough of Walsley

EDUCATION: TEMPLETON  
MIDDLE SCHOOL  
1970-1972. Average, 83  
Acquired for May, 1972.  
Academic 2 experienced graduate  
teachers. TEACHERS:  
"A" level work available.  
The school is a 10 form  
primary school. 100 children  
with 150 in sixth form.  
Closing Date 21th Nov  
1977.  
Applications for the above  
position must be sent to the  
Director of the Head Teacher  
before 11th Nov. 1977. Please  
send 2 copies of two references  
together with a C.V.E.

Nontraditional Math AHS  
 required for January or  
 as possible thereafter: T  
 Scale 2 for MATHEMATI  
 senior high comprehensive  
 pupils 14-18  
 Letter application as  
 possible to Headmaster.

**WIRRAL**  
 (Metropolitan Borough)  
 CALOAY GRANDS DRAM  
 SCHULDE FDN ROVE  
 West Kirby, Wirral, Mer  
 LHS DAU  
 For April, 1979 :  
 Well qualified GRAD  
 MATHEMATICIAN, 16

**Scale 2** and available  
teacher capable of teaching  
mainly A level  
Scholarship work.

Apply for application  
directly to the Admissions  
master, at the school.

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**Scale 1 Posts**

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**BARKING** Borough of  
Barking Abbey  
COMPREHENSIVE: ARCHON  
Hill 1330, 100 in the 9  
10m  
Birmingham Road, Naffton  
Nominated for January, 1975  
SPECIALIST: In the

throughout the year  
for newly qualified  
Scale 1.  
London addition £474 p  
for retention of funds  
in uncovered cases.  
Application form  
is A.F.1 from the flow  
chartable as page 21-1

BARNET  
London through at  
CLAREM HILL JUDICIAL  
SCANDI.  
Hampden Class, Edward  
DL-558 4604.  
United Comprehensive,  
Barnet  
retired January 1979,  
was qualified TEACHER  
MATHS; secondary project

Payment of removal r.  
approved 1984

**BERKSHIRE**  
**ASHBHAM SCHOOL**  
Northampton Road Avenue, 10  
1943  
Inquired for for January  
1979: a Graduate TEACHER  
MATHEMATICS (Grade  
13) to teach comprehensive  
school. This is an oppo-  
site all levels, up to and  
Advanced level of D.C.E.  
Further details and  
forms from the Head  
(N.A.E.T.).  
Closing date: 4th Dec

Earley, Reading  
 Required for January  
 LEAGION of MAT  
 Scale 1: throughout  
 Application Form from  
 member, I.A.A. B.7.  
 Closing date: 4th Decem

**DELEY**  
 (London Borough)  
 HURSTMEER SCHOOL  
 Hurst Road, Sidcup, E.C.  
 Tel. No. 1-01-300 8660  
 Roll B47 Boys Group  
 Required for January, 1  
 as a possible, a Th  
 MATHEMATICS for to  
 school willing to teach  
 ish for a period of  
 3 years Opportunity for U  
 work later.  
 L.A.A. 2597. Assis  
 removal expenses for  
 and a small grant for

**WESTWOOD SCHOOL**  
The Green, Welwyn,  
Herts. DA16 2EP  
Tel. 0438 5225 2225  
Required for January  
CARE of MATHEMATICS  
Possibility of examining  
L.A.A. £327. Admis-  
sion, expansion, local  
disturbance allowance con-  
sidered.  
Application forms over-  
seas and returnable to the  
Head of the School, mono-  
with title request for an  
form, if acknowledged  
quired, a further n.e.s.  
tion will be made. applica-  
are called for interview

**BRENT**  
(London Borough of)

**COPLANIAN HIGH (MINE)  
Coal Avenue, Wombey  
(Box 1440, 11/92  
Priestly School)  
Recruited from January  
Stipend TEACHER for  
TICS (Scale 1) in a w  
and very successful Dep  
post is available for two  
January 1st and possibl  
pending upon the appoi  
ment. Teacher for  
1979.**

The London Allowance  
payable (no rule),  
Candidates should ap  
to the Head of the s  
seven days giving ap  
qualifications, experie  
reference, enclosing 3 A



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[illegible]

**LONDON ALLOWANCE ISSUABLE**

**HILLINGDON**  
(London Borough of)

**GREENWAY SCHOOL**  
The Greenway, Uxbridge, Mid  
sex, U.K. 8 3 1 1  
(Number on loc 697—B 1  
11)  
Head Teacher: J. C. Finch,  
B.Sc.

Required for January 1979.  
Post of HEADMASTER. Senior  
to carry the subject thoroughly  
and to be a C.E. or above  
level.

Apply for fuller to the Head  
Teacher, the actual details to  
be found in the LONDON  
BOROUGH ALLOWANCE ISSUABLE

**LONDON**  
(London Borough of)

**GREENWAY SCHOOL**  
The Greenway, Uxbridge, Mid  
sex, U.K. 8 3 1 1  
(Number on loc 697—48 in  
total)  
Teacher: J. C. Finch,  
B.Sc.

Required for Spring Term,  
only in the first instance. TEA  
to be a C.E. or above level.

Apply by letter to the Headmaster of the school giving references.

**London Alliance of Women.**

**HOLNDSWORTH**

Education Borough of  
HOLNDSWORTH DISTRICT  
Education Department,  
10, The Quadrant,  
London, W.2. 4DN  
Telephone: 8311  
Lampden Avenue,  
Lampden, Essex, S.26  
Head Teacher:  
Mr. C. H. Coulthard, M.A.  
Co-educational, 354 pupils  
Required for January 1971  
are:  
ASSISTANT TEACHER  
LANGUAGES DEPARTMENT  
well-qualified and able  
to work with children  
in the teaching of  
English, French and  
C.B.E. Level 1 O.R.C.

Applicants should state  
in writing what salary they  
could offer if needed.

Lampden School is a  
voluntary aided school  
run with boys and girls  
on a non-selective basis.  
The school is a  
premier school.

[illegible][illegible]

Scale 1

Received January 19  
U. THACHEN of GERMAN  
"Q" Involved.  
to assist with French  
Village.

Further details from  
Head. Approve immediate  
Special with full party  
and the names and ad-  
of two references. 15A

Application form and details available on receipt from Mrs. A. O. B. A. Hildreth, Upbury School, Marlborough Road.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26












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**SURREY  
COUNTY COUNCIL**

**FRINGE AREA LONDON ALLOWANCE £159 p.a.  
THROUGHOUT THE COUNTY. Generous Relocation  
Grants in approved cases. Assistance with  
Temporary Housing may be available. All posts available  
Spring Term 1975 unless otherwise stated.**

Please ring Mr. David Jamies (608 4500, ext. 113) for application forms, or write to Chief Education Officer, Education Office, Somerset Road, N.17

100







## EDUCATION COMMITTEE

This Borough is within easy access of Central London and bordered by Epping Forest. Required for Easter, 1979 -

**WHITEFIELD SCHOOL**  
Meads Road, London E17 4AZ  
Head Teacher, Mr P. R. Turner, MBE  
(Road/verbal - previous applicants need not reapply)

## Deputy Head Teacher

Group 9(8), £8,774 to £7,434, plus £327 London Allowance plus an additional responsibility supplement.  
Applications are invited for the post of Deputy Head Teacher at this large special school catering for language disorder, autistic/psychotic, and deaf/visually handicapped children and also for the nursery observation and assessment centre. Applicants must be qualified teachers, hold an advanced diploma/degree in special education and should have good experience in a special school.  
Closing date: December 1, 1978.  
Application forms and full details obtainable from the Headmaster on receipt of an S.A.E.

London Borough of  
**Waltham Forest**



\* FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY

\* Generous Relocation Expenses in approved cases.

\* Assistance with Temporary Housing may be available.

## POSTS OF RESPONSIBILITY

**THE ROYAL EARLSWOOD SCHOOL, Hadnall**  
Experienced qualified teacher required January, 1979, at this school for ESN(S) children. A sound knowledge of language and communication essential. Ability to take responsibility for planning and teaching individual programmes and working in close liaison with class teachers throughout the school. A knowledge of sign language would be an advantage. Scale 2(5) available for the right candidate.  
Closing date: Two weeks from the date of this advertisement.  
Further details and application form available from the Head, Mrs. M. Brookfield, Tel.: Radniff 61263.

## SCALE 1 POSTS

**THE GROVE CENTRE, Merrow**  
Assistant teacher required at this Day Centre for 18 junior age handicapped children, to be responsible for the classroom teaching of a small group, Sely within Scale 1 plus Special Schools Allowance.  
Application forms and further details available from the Head, Mr. P. J. Baron, Tel.: Guildford 69384.

**THE MANOR SCHOOL, Epsom**  
Owing to promotion, an experienced teacher of the ESN(S) is required from January, 1979, at this school for children resident in hospital. As the school is open for approximately 48 weeks in the year, the person appointed will act as a relief teacher, and will not have the responsibility for a single class. Thorough knowledge of behaviour modification techniques and an ability to work closely with colleagues and members of other disciplines in the hospital essential. Salary within Scale 1 plus Special Schools Allowance.  
Enquiries to the Head, Tel.: Epsom 27967.

**THE PARK SCHOOL, Woking**  
Experienced teacher required January or April, 1979, at this Day School for 180 ESN(M) boys and girls aged 5-16 years. Duties will be with senior part of school (mainly boys). Applicants should have an interest in practical work including P.E., Gardening/Craft or similar subject. Salary Scale 1 plus Special Schools Allowance.  
Further details and application forms available from the Head, Mr. D. Barrall, Tel.: Woking 72057.

**ST. LAWRENCE'S SCHOOL, Caterham**  
Teacher with suitable qualifications and/or experience in the education of mentally handicapped children required January, 1979. Salary within Scale 1 plus Special Schools Allowance.

This is a school for ESN(S) children in the age range 5-10 years, most of whom are resident in St. Lawrence's Hospital. Teachers are required to take part of their holidays' staggered.  
Further details and application forms from the Head, Mr. E. O. Clark, Tel.: Caterham 47895.

## SPECIAL EDUCATION continued

## Scale 1 Posts

## BARNET

## FAMILY THERAPIST

## TEACHING THERAPIST

## CHILDREN

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## COVENTRY (City of)

## TEACHING THERAPIST

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## METROPOLITAN BOROUGH OF STOCKPORT

## SPECIAL

Required for January, 1979, or as soon as possible thereafter:

**THORNFIELD SCHOOL, MAULOEY ROAD, HEATON MERSEY**

**DEPUTY HEADTEACHER**

(Ref. 881/78)

Thornfield School is a newly established school for some 50 mainstreamed pupils aged mainly between 7 and 18 years. The successful candidate will be required to assist the headteacher in developing the school's capacity to meet the educational needs of disturbed children. It will be an advantage if candidates hold a relevant additional qualification.

**VALLEY SCHOOL, BROOKFIELD, CHEADLE**

**DEPUTY HEADTEACHER**

(Ref. 878/78)

Valley School is a newly established school for physically handicapped and delicate pupils aged mainly between 2 and 11 years. The successful candidate will have the opportunity to assist the headteacher in establishing community contact and contributing to curriculum development. It will be an advantage if candidates hold a relevant additional qualification.

**BELMONT OBSERVATION AND ASSESSMENT CENTRE, SHORT STREET, STOCKPORT**

**ASSISTANT TEACHER**

(Ref. 880/78)

Scale 1, STAP

An assistant teacher is required as soon as possible to join a team of teachers contributing to the assessment of adolescent young people. It will be an advantage if candidates can demonstrate experience in educating young people who present behaviour difficulties.

Required for commencement of Summer Term, 1979:

**SHAWFOLD SCHOOL, ST. JAMES' ROAD, HEATON MOOR**

**ASSISTANT TEACHER**

(Ref. 879/78)

Scale 2

An assistant teacher is required at this school from the beginning of the summer term 1979. The school provides for 140 ESN(M) boys and girls aged mainly between 7 and 18 years. Candidates must be able to teach general subjects and should also have specialist contribution they can make throughout the school.

Application forms and further details from the Director of Education, Education Division, Town Hall, Stockport. Forms to be returned by 28th November, 1978, quoting reference. If you require an acknowledgment, please enclose an S.A.E.

**WALTHAM FOREST**

**TEACHING THERAPIST**

**CHILDREN**

**CHILDREN**

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## THE TIMES EDUCATIONAL SUPPLEMENT 17.11.78

## SPECIAL EDUCATION

## Scale 1 Posts

## continued

## HOUNSLOW

## TEACHING THERAPIST

## CHILDREN

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## BOLTON COLLEGE OF EDUCATION (TECHNICAL)

### A Centre for Advanced Study of Technical and Further Education Courses commencing September 1979

Applications are invited for:  
A three year part-time course on the curriculum of Further and Technical Education intended for suitably qualified and experienced teachers or administrators and leading to the award of the University of Manchester degree of

#### MASTER IN EDUCATION (Further and Technical Education)

The course comprises:  
(a) The taught programme which extends over the first and second years and involves three units, namely:  
Curriculum Theory  
Management of the Curriculum, and  
Design and Evaluation of the Curriculum;  
(b) A supervised research programme extending throughout the third year and leading to the presentation of a dissertation.

Further particulars and forms of application from: The Director, Bolton College of Education (Technical), Chadwick Street, BOLTON BL2 1JW. Telephone: Bolton 21132.



## WRITTLE

AGRICULTURAL COLLEGE  
Department of Agricultural Engineering

### SENIOR LECTURER IN AGRICULTURAL ENGINEERING

Candidates should possess a diploma/degree in Agricultural Engineering/Engineering, together with appropriate industrial and teaching experience. A teaching qualification would be an advantage.

The person appointed will teach various aspects of Agricultural Engineering, including Engineering Science, power units, and workshop technology, primarily to the three current Higher National Diploma courses as well as specific aspects of farm machinery to other courses.

Salary: Lecturer II, Merit, in range £5,569-£8,345.  
The post of Assistant Warden may be offered to the successful candidate in exchange for free residential accommodation.

Writtle is one of the oldest and largest of the national agricultural colleges and currently offers eight Full-Time Certificate and Diploma Courses, plus a range of Part-time Courses.

The College is situated in congenial rural surroundings, two miles outside the County Town of Chelmsford. In approved cases assistance may be given towards the cost of relocation.

Application forms and further details from The Principal, Writtle Agricultural College, Chelmsford, Essex CM1 3RR.



## HAMPSHIRE

### SOUTHAMPTON TECHNICAL COLLEGE

Department of Construction  
Post No. 232 Lecturer, Grade I, for TEC Courses in BUILDING and CIVIL ENGINEERING.  
Department of Electrical Crafts and Fabrication  
Post No. 344 Lecturer, Grade I, to teach on CGLI Courses in LIGHT VEHICLE BODY REPAIRS.  
Department of Food and Domestic Trades  
Post No. 420 Lecturer, Grade I, for FOOD SCIENCE to teach on ONO, OGLI and Meat Trades Courses.  
Department of General Engineering  
Post No. 535 Lecturer, Grade I, with experience in heavy vehicles to teach MOTOR VEHICLE PRACTICE and THEORY.  
Department of General Studies  
Post No. 680 Lecturer, Grade I, in GENERAL and COMMUNICATION STUDIES; graduate required.  
Department of Mathematics and Science  
Post No. 710 Lecturer, Grade II, in MATHEMATICS, specialist Mathematics required to teach on GCE 'A' level and TEC Courses.  
Post No. 725 Lecturer, Grade I, in MATHEMATICS; graduate required to teach up to GCE 'A' level.

Salary Scales:  
Lecturer, Grade I, within the range £3,192-£5,334  
Lecturer, Grade II, £4,161-£5,558  
Details of the above posts and application forms are available from the Principal, Southampton Technical College, St. Mary Street, Southampton SO9 1WR (enclosing: tools/copy S.A.E.). Applications to be returned within 14 days of this advertisement.

## COLLEGES OF FURTHER EDUCATION

**COVENTRY CITY OF**  
FURTHER EDUCATION  
The City of Coventry is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the delivery of the course and for the supervision of the students. The salary is £5,569 per annum. Applications should be sent to the Principal, Coventry City of Further Education, 15, Colston Row, Coventry CV1 1JL.

**CHRYSDON**  
CHRYSDON COLLEGE  
Applications are invited for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the delivery of the course and for the supervision of the students. The salary is £5,569 per annum. Applications should be sent to the Principal, Chrysdon College, 15, Colston Row, Coventry CV1 1JL.

**DEVON**  
DEVON TECHNICAL COLLEGE  
Applications are invited for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the delivery of the course and for the supervision of the students. The salary is £5,569 per annum. Applications should be sent to the Principal, Devon Technical College, 15, Colston Row, Devon CV1 1JL.

**GLoucestershire**  
GLoucestershire COLLEGE  
Applications are invited for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the delivery of the course and for the supervision of the students. The salary is £5,569 per annum. Applications should be sent to the Principal, Gloucestershire College, 15, Colston Row, Gloucestershire CV1 1JL.

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**HERTFORDSHIRE**  
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## OPPORTUNITY IN INDUSTRY

A well-known medium-sized Printing Company in the Home Counties, intends to recruit to the Technical programme already launched and will expand to affect the whole company which produces nationally well-known products. The Company's training programme is now open to individuals who can help with the technology and it is proposed to appoint someone who will grow into and take charge of this programme. The emphasis will be on training, technical. Although the emphasis will be on training, the person appointed PERSONNEL MANAGER will also be responsible for recruitment, personnel administration, safety and general welfare. Opportunities for participation in industrial relations will emerge.

The individual appointed will be about 26 years of age, possess a degree or technical qualification in electrical or physical science and whose training took place at one of the Technical Teacher Training colleges. Previous experience in industry would be desirable. Salary will be £5,250 p.a. Benefits include good pension and medical insurance scheme. Relocation expenses will be paid if necessary.

Write Box TBS 388, The Times WC1X 8EZ.

10th position is at  
Oxford Circus, W.1

## Senior Lecturer in Industrial Engineering

Salary scale £5,561-£7,065 (bar) £5,5672  
(subject to formal approval) plus £474 London Allowance  
It will be tenable from January 1, 1979, or as soon as possible thereafter. The successful candidate will be required to teach Clothing Management students to degree equivalent level, should have the diploma of IVSOM out/for a degree with preferably some Clothing Manufacture and/or teaching experience.

Further details and forms of application, returnable within 14 days from the appearance of this advertisement, from Senior Administrative Officer, 100, Curran Road, EC2A 3AE

**Bexley London Borough**  
ERITH COLLEGE OF TECHNOLOGY  
Belvedere, Kent DA17 6JA  
Principal: D. P. Glover, M.A., D.Sc., F.C.I.S., N.B.I.M.

Applications are invited for the following post to take effect from 1st January, 1979, or as soon as possible thereafter:

### LECTURER Grade I in Child Development

Applications are invited from qualified Nursery/Infant school teachers to teach Child Development, N.N.E.B. and similar courses within the Department of Social Care and Creative Studies. Some visiting of students in practical placements will be required. A willingness to offer non-examination English or Speech and Movement would be an advantage. (Ref. S.C.2)

**BURNHAM TECHNICAL SALARY SCALE**  
(Including London Allowance)  
LECTURER GRADE I: £3,519-£5,551

(According to qualifications and experience)  
Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (DA17 6JA) (quote reference S.C.2) to whom they should be returned within two weeks of the appearance of this advertisement.  
The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

## Lancashire County Council

**EDUCATION COMMITTEE**  
FURTHER EDUCATION  
FROSTWOOD NAUTICAL COLLEGE  
(1) PRINCIPAL LECTURER  
As soon as possible  
Principal Lecturer required in the Dept. of Marine Electronics. Applicants should possess professional certificate and/or a degree in Electronics, adequate teaching and administrative experience. (Ref. S.C.2)  
(2) LECTURER / HOSTEL WARDEN  
As soon as possible  
Lecturer / Hostel Warden in the Dept. of Marine Electronics. Applicants should possess professional certificate and/or a degree in Electronics, adequate teaching and administrative experience. (Ref. S.C.2)  
Further details from: The Principal, The Nautical College, Frostwood, Lancashire. Closing date 27th November, 1978.  
BURNLEY COLLEGE OF ARTS AND TECHNOLOGY  
LECTURER I  
As soon as possible  
Lecturer in Social Work. Applicants must hold a qualification in Social Work, and have a degree or equivalent work experience. Salary: £5,561-£7,065 (bar) £5,5672 (subject to formal approval) plus £474 London Allowance. Further details from: The Principal, Burnley College of Arts and Technology, Burnley, Lancashire. Closing date 27th November, 1978.

## Computing Lecturer

required by ADS TRAINING LIMITED, to teach commercial programming and related topics. Knowledge of City and Guilds Programming Courses an advantage. Opportunities for short-term overseas travel. Salary negotiable between £5,300 to £8,000.



Write with curriculum vitae to: Paul Turner, ADS Training Limited, 104-106 Oxford Street, LONDON W1

## EDUCATION DEPARTMENT

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION  
Lichfield Road, Sutton Coldfield, West Midlands B74 2NW  
Telephone: 021-355 5871

HEALTH AND COMMUNITY STUDIES DEPARTMENT

### APPOINTMENT OF LECTURER GRADE 1 IN HEALTH

Applications are invited from suitably qualified candidates, as soon as possible, for the above post. Preference would be given to a candidate with Health Visitor qualification, teaching certificate and/or experience. The teaching commitment would include Nursery Nurses, Pre-Hospital and Pre-Residential Care students. Within the department First-Aid, Link courses and Medical Secretaries are also taught. Salary: £3,192-£5,334 including pay supplement with teaching experience. Application forms and further particulars obtainable from the Principal. There is a scheme for assistance with removal expenses.

## BIRMINGHAM CITY COUNCIL

## ACTON

### TECHNICAL COLLEGE

Required immediately

## LECTURER I in Mechanical and PRODUCTION ENGINEERING

To teach Mechanical Engineering Craft Studies and/or Technician Work.

Write or telephone (01-993 2344) for further details and application form to:

Registrar and Clerk to the Governing Body, Acton Technical College, High Street, London W3 6RD.

## Lothian Regional Council Esk Valley College, Dalkeith

### LECTURER B IN COMMUNITY STUDIES

Salary on Scale £3,423-£5,331

To lecture in Community Care and Liberal Studies mainly for City and Guilds Course 689 and SNNB courses.

Candidates should have a degree in a relevant social science, and a professional qualification in social work. Experience in social work and a teaching qualification would be added recommendations.

Application forms and further particulars from the Principal, Esk Valley College, Newbattle Road, Dalkeith, EH22 3AE.

## WEST CUMBRIA COLLEGE

Vacancies from 1st January 1979

### LECTURER I IN CHEMISTRY

emphasis on Physical Chemistry

### LECTURER I IN INSTRUMENTATION

Instrumentation Electronics and Control on TEC Ordinary and Higher Programmes related to the Nuclear Industry

Salary Range from £3,192 to £5,334 depending on experience.

Application forms and further details from the Principal of the College, Park Lane, Workington, Cumbria. Tel. 0900-3527. Closing date 1 December.

## SOUTH EAST LONDON COLLEGE

DEPARTMENT OF SECRETARIAL AND  
CLERICAL STUDIES

## Lecturer 1

for Clerical and Secretarial subjects

(Ref. SCS 36)

Lecturer required to join the team of lecturers on the BFC Certificate and Diploma courses. In addition to being able to offer the 'World of Work' and 'Typewriting' modules, applicants should also be able to take Commerce and Office Practice with full-time and part-time students on the Clerical and Secretarial courses in the department. The ability to offer a wider range of optional modules would be an advantage.

Salary scales in accordance with the Burnham (F.E.) report. Lecturer 1: On an incremental scale within the range £3,192-£5,334, subject to formal approval (plus £474 London Allowance), starting point depending on qualifications, training and experience. Assistance may be given towards household removal expenses.

Application forms, returnable within two weeks of the date of the advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Levensham Way, London, SE4 1UT. It is essential to quote the reference number.

## Bexley London Borough ERITH COLLEGE OF TECHNOLOGY

Belvedere, Kent DA17 6JA

Principal: D. P. Glover, M.A., D.Sc., F.C.I.S., N.B.I.M.  
Applications are invited for the following post to take effect from 1st January, 1979, or as soon as possible thereafter:

### LECTURER, GRADE I, IN CHILD DEVELOPMENT

Applications are invited from qualified Nursery/Infant school teachers to teach Child Development, N.N.E.B. and similar courses within the Department of Social Care and Creative Studies. Some visiting of students in practical placements will be required. A willingness to offer non-examination English or Speech and Movement would be an advantage. (Ref. S.C.2)

### LECTURER, GRADE I, IN RADIO AND TELEVISION

Required to teach theory and practical in City and Guilds Courses and in School-College Link Courses in the Department of Engineering and Industrial Management. Applicants should possess appropriate City and Guilds qualifications and have sound industrial experience. (Ref. S.C.1)

### LECTURER, GRADE I, IN MOTOR VEHICLE WORK

Required to teach theory and practical in City and Guilds Courses and in School-College Link Courses in the Department of Engineering and Industrial Management. Applicants should possess appropriate City and Guilds qualifications and have sound industrial experience. (Ref. S.C.2)

### LECTURER, GRADE I, IN ECONOMICS

Required to teach the Department of Professional and Business Studies to teach Economics and at least one of the following subjects: Accounting, Banking, Building, Computing, Consumer Studies, Economics, Geography, Law, Statistics. Applicants should be graduates and have appropriate commercial experience. Teaching and/or some teaching experience (full or part-time) would be an advantage. (Ref. S.C.1)

### LECTURER, GRADE I, IN LAW

Required to teach the Department of Professional and Business Studies to teach Law in a wide range of professional and academic courses. Ability to offer an additional module in the Business Law course would be an advantage. Applicants should be graduates and/or part-time. Some teaching experience (full or part-time) would be an advantage. (Ref. S.C.2)

Application forms and further particulars from the Senior Administrative Officer, SELTEC, Levensham Way, London, SE4 1UT. It is essential to quote the reference number. The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.











## METHODIST CHURCH DIVISION OF EDUCATION AND YOUTH DISTRICT AND REGIONAL YOUTH OFFICERS

The Methodist Church is looking for talented and experienced people in the three appointments in different parts of the country. The posts provide scope for supporting a large number of young people. We are keen to appoint people with initiative in share in a comprehensive programme of Christian education. Salaries on Southbury (Youth Officers) main range.

### CORNWALL—ONE VACANCY

### NORTH WEST—ONE VACANCY

### WEST MIDLANDS—NEW APPOINTMENT

### MENT

### (Re-advertisement)

Full details and application form from:  
David Pendle: Development and Training Officer,  
2 Chester House, Pegasus Lane, London N10 1PR.  
Telephone: 01-444 9845.  
Closing date for applications—Friday, November 24, 1978.

## Royal County of BERKSHIRE

### TEMPORARY PART-TIME YOUTH AND COMMUNITY WORKER

Hell of £4,293-£4,827

Applications are invited from suitably qualified Youth and Community Workers for this post at the Little Heath School Youth and Community Centre. The appointment will be for a period of approximately 6-8 months due to the present Worker's absence on maternity leave. The Worker will be expected to open the Centre three evenings a week and undertake at least two administrative sessions on work connected with the Centre.

Further details and application forms available from the Director of Education (YCS), Education Department, Kennel House, 80/82 King's Road, Reading. Closing date: 1st December.

## ilea

### PIMLICO YOUTH CENTRE

Pimlico School, Lupus Street, SW1V 3AT

## Assistant Tutor Warden

Applications are invited from qualified teachers for the above post to take up duty as soon as can be arranged. Assistance may be given towards household removal expenses.

Salary and conditions in accordance with the Burnham (ITE) Report. Lecturers Grade 1, scale; within the range £3,192-£5,334 plus £474 London Allowance.

Details and application forms returnable by 1 December, 1978, from the Education Officer (CECS), The County Hall, London, SE1 7PB (stamped addressed foolscap envelope).

### Youth and Community Service

Applications are invited for the following full-time Youth and Community Work post—

### COMMUNITY LIAISON WORKER

Warwick Youth Centre, Walthamstow, London, E17

A recognized professional qualification in Youth and Community Work will be an essential requirement.

Salary in accordance with the Burnham (Further Education) Lecturers' Scale, ranging from a maximum of £5,681 inclusive of London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to the Chief Education Officer, Municipal Office, High Road, Leyton, London E15 5QJ. (Telephone enquiries: 01-558 3850; ext. 202). Closing date for receipt of applications: Monday, December 4, 1978.

London Borough of

## Waltham Forest

## LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT

### A PONDERS END YOUTH CENTRE require a WARDEN

This is the largest Centre in the Borough and was purpose-built in 1971. It is staffed by a Deputy Warden, an Assistant Warden, eleven part-time staff working a total of thirty-eight sessions, a Clerical Assistant and a resident Caretaker. This challenging club offers an opportunity for a person with relevant experience to make a significant contribution to the community of Eastern Enfield. The salary is in the range of £5,286-£5,853 inclusive. Accommodation is provided in a flat adjoining the Centre at a rent of £5.87 per week plus rates.

### B YOUTH WORK WITH A DIFFERENCE

The Youth Service in Enfield has a purpose built caravan which moves to different locations in the Borough and provides a base for a Youth Worker to meet with groups of young people who would otherwise not be contacted by the Youth Service. The Worker is well supported and the caravan has a radio link with the Youth Field Office. This post of CO-ORDINATOR—Mobile Youth Unit, offers ample opportunity for someone with ability and ideas to develop this type of youth work. Applicants should hold a current driving licence.

The salary is in the range of £5,019-£5,550 inclusive.

Removal expenses (maximum £400), relocation costs (up to £400 plus £50 lump sum), two homes allowances and temporary housing may be available in respect of Pool B. Removal expenses, relocation costs in respect of sale of property, and two homes allowance may be available in respect of Pool A. For further information telephone Geoff Woodhouse on 01-886 6566, ext. 2128, or write to him at the London Borough of Enfield, P.O. Box 58, Civic Centre, Silver Street, Enfield EN1 3XQ, no later than 1st December 1978.

## ilea

### THE PIRATE CLUB, CAMDEN

## Full-Time Youth Worker as Assistant Warden

Scale 2

An experienced youth worker is required as soon as possible for this post. The Club operates on the Regent's Canal and provides Bunting, Canoeing, etc., for approx. 1,500 Camden youngsters. A permanent headquarters, the Pirate Castle, provides facilities for a considerable expansion in activities and membership, to include junior and senior clubs.

This is a responsible post giving excellent opportunities for the right applicant.

Applicants should have had experience of teaching or youth work and also knowledge of small boats, including repair and construction. Qualification in Canoe Instruction and/or experience in competitive canoeing an advantage.

### CENTRAL LONDON YOUTH PROJECT LTD. (CLYP)

### BASEMENT YOUTH CLUB (COVENT GARDEN)

## Full-Time Second Youth Leader

Scale 2

The Basement is a mixed youth club catering for young people aged from seven to 18 from Central London (Covent Garden, Soho, Bloomsbury, Bowditch). The facilities are also used by various ILPA schools during the day. Activities include music, photography, dance, football, rock concerts, disco, etc. The programme is being extended to include a Junior Club.

The second youth leader will participate in the afternoon and evening programme, and in particular will help establish the Junior Club which will run five evenings per week from 4.00 to 6.30. Previous experience in youth work or teaching would be an advantage.

For further information telephone 240 3266.

The appointments will be in the service of the Authority with secondment in the clubs. Salary and conditions of service will be in accordance with JNC Report. Qualified salary scale: £3,471-£4,422 plus £474 London Allowance. Assistance may be given towards household removal expenses.

Details and application forms, returnable by 1 December, 1978, from the Education Officer (CECS), The County Hall, London, SE1 7PB (stamped addressed foolscap envelope).

## Royal County of BERKSHIRE

### SENIOR YOUTH AND COMMUNITY WORKER

£4,293-£4,827

A suitably qualified man or woman to replace the Wokingham Centre, which has a large Youth Club membership. There will be considerable involvement with the Community within both the Centre and the town of Wokingham. Comprehensive in-service training and personal supervision provided. Initial lodging allowance and assistance with removal expenses may be given in respect of cases. Further details and application forms available from the Director of Education (YCS), Kennel House, 80/82 King's Road, Reading RG1 3SE.

Closing date: 1st December.

## STRATHCLYDE REGIONAL COUNCIL

### RENFREW Sub-Region EDUCATION DEPARTMENT

## YOUTH AND COMMUNITY WORKER

BARRHEAD HIGH SCHOOL

Salary Scale, Y.L. and C.C.W., £3,485-£4,304

Applicants must have a diploma in Youth and Community Studies. Duties will be to encourage the development of community education in the neighbourhood and promote the school as a local centre for the whole community. This salary range is inclusive of supplement.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Office, 101 Colinton Street, Paisley, to whom completed forms, signed by R.137, should be returned by 1st December, 1978. R. M. O. McCulloch, Director of Manpower Services.

## EFL TEACHER

STUTTGART, GERMANY

Language Institute in Stuttgart require person (probably graduate) to teach on intensive English courses for business people. Opportunity to travel in Germany and Switzerland. Considerable experience in teaching business English and using visual methods essential.

Sterling date January, 1979. Attractive salary offered.

Send details of qualifications and experience immediately to Institut Fuer Kommunikation und Wirtschaftsforderung Gunterstrasse 14, 7000 Stuttgart 1, West Germany.

## English Language Teachers

We have interesting and challenging vacancies for English Language Teachers at an established Technical Training School in the Gulf area of the Middle East.

Applicants should preferably have a Diploma of Education and recent experience in the instruction of Arab students and/or technical training would be an advantage.

Conditions of service include an attractive salary and allowances which are normally tax free, free bachelor accommodation and access to a high standard, free medical care and accident insurance. Thirty days leave can be taken at regular intervals of 6 months with free air passages to and from London Airport (Heathrow).

If you are interested in the above please apply with brief details to the Senior Personnel Manager

ATWORK SERVICES LIMITED  
Rougemount (Huen) Airport  
Christchurch, Dorset BH23 6EP

## MINISTRY OF DEFENCE PRIMARY HEADSHIPS IN CYPRUS FOR APRIL 1979

Applications are invited from suitably qualified and experienced teachers for the following primary headships in Cyprus:

**BERENGARIA SCHOOL (GROUP 5)**  
This school is located in Berengaria Village (a Service Community Area), 2 miles North of Limassol and 15 Kilometers from the Western Sovereign Base Area at Epikopi. It currently has 270 children on roll and a teaching staff of 13.

**EPISKOPIS SCHOOL (GROUP 5)**  
This school is located at Epikopi in the Western Sovereign Base Area. It currently has 250 children on roll and a teaching staff of 13.

The Children's Schools abroad cater for the families of British Servicemen and sponsored civilians temporarily absent from the United Kingdom.

SALARY is in accordance with current Burnham scale. In addition a London area allowance of £74 per annum is payable. FOREIGN SERVICE ALLOWANCE is also payable. FOREIGN ANNUAL INFLATION is also payable. ACCOMMODATION is provided for the family of the holder of the post. DUTYATION is provided for a period of 8 years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally move to Cyprus. Schools abroad cater for the families of British Servicemen and sponsored civilians temporarily absent from the United Kingdom.

Requests for an application form should be made on a postcard to: Ministry of Defence, CM(S)4L, Room 343, Lagoon House, Theobalds Road, London WC1X 8RY, or by telephone on 01-430 6367.

The closing date for completed application forms is 7 December 1978.

SCCA

## HONGKONG POLYTECHNIC

The Hong Kong Polytechnic is an expanding institution which is now putting into effect a forward looking development plan incorporating a credit system approach combined with a self learning system. The basic teaching departments are organized into three Divisions—Engineering, Applied Science and Commerce & Design, and broad, inter-disciplinary centres and Institutes—Textiles & Clothing and Medical & Health Care—which are relevant to the needs of Hong Kong.

The Polytechnic invites applications for the following posts which are tenable from September 1, 1979:

### APPLIED SCIENCE

Principal Lecturer in Applied Physics, Chemical Technology, and Dental Technology.

Principal Lecturer/Senior Lecturer/Lecturer in Applied Physics, Chemical Technology and Physics.

### BUSINESS & MANAGEMENT STUDIES

Principal Lecturer in Banking Studies to teach specialized banking subjects.

Principal Lecturer in Law to co-ordinate the teaching of Law across a number of courses within the Department and the service teaching in specialist aspects in other Divisions of the Polytechnic. To teach Law in at least two of the following areas: Law related to Land Administration, Local Government Law, Contract Law and Arbitration, Industrial Law, Company Law.

Principal Lecturer in Marketing with experience in the textile or garment industries.

Senior Lecturer in Insurance and Management Studies. Lecturers in Economics and Management Studies.

(Practical experience in the field, which could be applied to research or consultancy, as well as teaching experience is essential for senior post.)

### BUILDING & SURVEYING

Principal Lecturer in Building Services. Senior Lecturer/Lecturer in Building Technology, Quantity Surveying and Valuation/Land Economics, and the service teaching in specialist aspects in other Divisions of the Polytechnic.

Principal Lecturer in Structural Analysis & Design, Control & Automation & Quantities and Engineering Materials.

### COMPUTING SCIENCE

Principal Lecturer/Senior Lecturer/Lecturer in Computing Science. Preference will be given to applicants with interest in one or more of the following areas: Management Information Systems, Computer Graphics, Computer Education in Secondary Schools, Computer Aided Instruction, Systems Programming and application of computers in inventory control, production control, banking, hospitals, hospital systems and all disciplines taught at the Polytechnic; e.g., Engineering, Mathematics, Textiles, Design and commercial subjects.

## Overseas Appointments

### ARGENTINA

ST. HILDA'S COLLEGE  
General school day teaching school  
Level: Primary 1 to 6 years  
The school is situated in the town of San Carlos de Bariloche, 150 km from the capital, Buenos Aires. The school has a staff of 12 teachers and 120 pupils. The school is a day school and has a boarding house for 12 pupils. The school is a day school and has a boarding house for 12 pupils. The school is a day school and has a boarding house for 12 pupils.

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# OVERSEAS TEACHING POSTS

## TEACHER OF ENGLISH (PORTUGAL)

British Institute, Lisbon. Required for January, 1979 to teach English to Cambridge First Certificate and Proficiency levels. Some administrative duties. Qualifications: Single candidates preferred. Degree essential. TEFL qualification and some experience desirable. Willingness to attend teacher training sessions at Institute.

Salary: £3,099-£4,239 p.a. according to qualifications and experience, plus London weighting (£402 p.a.) and baggage and installation grant (£200). 2 year Sub-Formula contract, renewable. 78 UC 108

## TEACHER OF ENGLISH (SPAIN)

British Council School, Madrid. 1 teacher to start immediately to teach mainly English as a Second Language to mixed 12-14 year olds to Cambridge First Certificate level.

Qualifications: degree or teaching qualification (preferably in English or Modern Languages); TEFL/TEFL qualification and/or experience; single candidate preferred. Salary: Paid in local currency on a scale equivalent to £3,521-£5,278 p.a. at current rate of exchange, tax-free. 2 year local contract, renewable. 78 HS 114

## HEAD OF ENGLISH DEPARTMENT (SUDAN)

Khartoum Polytechnic. To be in charge of the English Department (which provides English Language training for students of engineering, science and business) including textbook selection, devising own teaching materials, setting internal examinations, some teaching duties and guidance to colleagues.

Qualifications: Degree, preferably MA, with degree plus MA in Applied Linguistics or 1 year university diploma in TEFL and at least 5 years' ESP experience. Previous materials production work overseas and technical background desirable. Salary: £5,681-£7,707 p.a. plus 10 per cent inducement. Benefits: Personal and children's allowances; free furnished accommodation; medical benefits; return air fares; baggage allowance. 2 year Kelt contract, renewable. 78 HO 183

## DEPUTY HEAD TEACHER (OMAN)

Muscat English Speaking School. Required for April or September, 1979 to teach general primary subjects, with specific responsibility for the Infant Department. Qualifications: Candidates (without children) should be British-trained with 6 years' teaching experience and relevant administrative experience.

Salary: RO 545 per month (approx £496 @ RO. 606/£) tax-free, annual increment. Benefits: free furnished accommodation with tree water and electricity, car allowance, annual fare-paid home leave. 2 year contract, renewable. 78 AS 116

## ENGLISH ADVISER (BANGLADESH)

University Grants Commission, Dhaka. To develop an effective ELT/ESP policy and strategy, especially at tertiary level, for Bangladesh in co-operation with UGC.

Qualifications: Degree, MA or equivalent postgraduate qualifications in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production. Salary: £5,681-£7,707 p.a. + 20 per cent inducement. Benefits: Overseas and children's allowances; free furnished accommodation, 2 year Kelt contract. 78 PU 187

## HEADMASTER (BRAZIL)

The British School, Rio de Janeiro. An independent co-educational day school of 238 pupils plus kindergarten. Pupils aged up to 18 are mainly British, Anglo-Brazilian and Brazilian. The School is a member of IAPS. The Headmaster will develop and run the school according to policies established with the Board of Governors.

Candidates should hold a degree plus teaching qualification and have 10 years' teaching experience of which at least 5 years should be in a preparatory school. It is envisaged that the successful candidate will currently be Headmaster at a public school or Deputy Head/Headmaster at a preparatory school. Previous overseas experience an advantage. Date of appointment August 1, 1979. Salary: Cr\$22,304 per month (£1=Cr\$41.05 at 31/10/78). Benefits: Overseas and accommodation allowances; interest-free loan; medical scheme and other benefits. 2 year contract, renewable. 78 PS 118

## HEAD OF JUNIOR SCHOOL (PERU)

Colegio San Silvestre, Lima. Independent British girls school of approximately 1000 pupils aged 5-18. Head of Junior Section (400 pupils) required January/February, 1979. Qualified specialist teacher to be responsible for day-to-day administration, standards of academic achievement and pastoral care of girls aged 5-12 in a bilingual situation. Experience of administration in a British junior school an advantage. Single candidates, men or women, between 28 and 40 preferred. Salary: Burnham Scale 3, negotiable. Benefits: Overseas allowance; terminal bonus; employer's portion of superannuation, 3 year contract. 78 PS 140

## SPECIALIST IN SERVICE ENGLISH (KENYA)

Department of Linguistics and African Languages, University of Nairobi. To develop and teach Service English courses for 1st year undergraduates. Qualifications: Degree plus MA in General or Applied Linguistics and several years' relevant overseas TEFL/TEFL experience including at least one ESP and materials production post overseas. Salary: £5,681-£7,707 + 10 per cent inducement allowance. Benefits: Personal and children's allowances; free furnished accommodation. 2 year Kelt contract. 77 TU 145

## ADVISED TO HEAD OF ENGLISH DEPARTMENT STAFF TRAINING OFFICER, ENGLISH DEPARTMENT (LESOTHO).

National Teacher Training College, Maseru. (a) Adviser to Head of English Department—to advise and assist with administration of English Department, liaise with external contacts and contribute to materials production, testing and in-service courses. Degree plus MA in Applied Linguistics or 1 year University Diploma in TEFL. At least 5 years' experience in primary EFL or immigrant teaching or teaching overseas/teacher training, administration and materials production. Salary: £5,681-£7,707 + 10 per cent inducement. (b) Staff Training Officer—to advise colleagues on all linguistic and pedagogic matters relevant to ELT, to contribute to materials production and organisation of workshops and in-service courses. Degree plus MA in Applied Linguistics or 1 year University Diploma in TEFL. At least 3 years' primary experience of EFL or immigrant children. Experience of administration and materials development/production. Salary: £5,000-£6,129 p.a. + 10 per cent inducement. Benefits (both posts): Free furnished accommodation; personal and children's allowances; medical expenses. 2 year Kelt contract, renewable. 78 HT 12-13

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davie Street, London W1Y 5AA.

THE BRITISH COUNCIL

## OVERSEAS Appointments continued

### AFRICA

TEACHING call subjects are required in 1 school in the north of Africa. We require experienced teachers who can teach English as a second language. Their commitment to the school is essential. For further details and application form, please write to: The British Council, Education Department, 65 Davie Street, London W1Y 5AA.

### FRANCE

TEACHING call subjects are required in 1 school in the north of France. We require experienced teachers who can teach English as a second language. Their commitment to the school is essential. For further details and application form, please write to: The British Council, Education Department, 65 Davie Street, London W1Y 5AA.

### ITALY

TEACHING call subjects are required in 1 school in the north of Italy. We require experienced teachers who can teach English as a second language. Their commitment to the school is essential. For further details and application form, please write to: The British Council, Education Department, 65 Davie Street, London W1Y 5AA.

### SPAIN

TEACHING call subjects are required in 1 school in the north of Spain. We require experienced teachers who can teach English as a second language. Their commitment to the school is essential. For further details and application form, please write to: The British Council, Education Department, 65 Davie Street, London W1Y 5AA.

### UNITED STATES

TEACHING call subjects are required in 1 school in the north of the United States. We require experienced teachers who can teach English as a second language. Their commitment to the school is essential. For further details and application form, please write to: The British Council, Education Department, 65 Davie Street, London W1Y 5AA.

### EXCHANGE APPROPRIATE

TEACHING call subjects are required in 1 school in the north of the United States. We require experienced teachers who can teach English as a second language. Their commitment to the school is essential. For further details and application form, please write to: The British Council, Education Department, 65 Davie Street, London W1Y 5AA.

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### EXPERIENCED TEACHER

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## WEST GLAMORGAN County Council

## ASSISTANT DIRECTOR OF EDUCATION (COMMUNITY SERVICES)

Salary £8,634 to £9,260 (inclusive of £312 supplement)

Applications are invited from suitably qualified persons with interest in Special/Community Education.

Application forms (to be returned by Friday, 1st December, 1978) and further particulars available from the County Clerk, The Guildhall, Swansea. Telephone Swansea (0782) 50821, Extension 2923.

## HOME TUTORING ORGANISER AND HOME-SCHOOL LIAISON OFFICER

Applications are invited from suitably qualified and experienced teachers for this Scale 3 post. The person appointed will be responsible for the Home Tutoring Scheme for immigrant adults and for developing links between home and school in those areas where there is an immigrant community.

The Organiser will be appointed to the Director of Education's staff and will be expected to work in close co-operation with the Hillingdon Community Relations Council.

Application forms and further particulars from the Director of Education, Civic Centre, Uxbridge UB8 3UW to whom the form should be returned as soon as possible. London Allowance Payable: 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

LONDON BOROUGH OF HILLINGDON

Senior Administrator (Schools)

Salary £6,261 to £8,918 plus £312 supplement

This post is based at County Hall, Exeter. We are seeking a suitably qualified person to assist the Senior Assistant Education Officer (Schools) mainly in the development of special education, preschool provision and residential centres and to liaise particularly with the Area Health Authority and the Department of Social Services. The work will include servicing working parties and preparatory and follow-up work for committees.

Application form and further details from the Chief Education Officer, County Hall, Exeter, Tel. 0392 77377, ext. 2081 returnable by December 1, 1978.

DEVON

Metropolitan Borough of Rochdale

Education Department

ASSISTANT EDUCATION OFFICER (Special Education)

Salary £6,160 to £8,342/£7,044

Applications are invited from graduates with appropriate experience.

Relevant car user allowance payable. Assistance with removal and other expenses and housing accommodation, in appropriate cases, may be available.

Application forms and further particulars available (by post) from the Chief Personnel Officer, 144 Deane Street, Rochdale OX16 1XG, to whom they should be returned by December 1, 1978.

B. R. L. DAVIES, Director of Administration and Legal Services.

GLWYD COUNTY COUNCIL

## Administration

## Local Education Authority

### GLoucestershire

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Grade 4111 to 41111111

Applications are invited from suitably qualified persons for the post of Assistant Director of Education (Community Services).

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